

# THE **MACMILLAN** **SPELLING** **SERIES**

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**TEACHERS' EDITION**

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# THE MACMILLAN SPELLING SERIES

# THE MACMILLAN

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# SPELLING SERIES

## 2

TEACHERS'  
EDITION



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# CONTENTS

USING THIS TEACHERS' EDITION	vii
THE TEACHER'S ATTITUDE TOWARD SPELLING	vii
POINT OF VIEW OF THE SERIES (aims, phonics, word-building)	viii
WORDS USED IN THE SERIES	ix
Placement of Words in Various Books	ix
A Canadian Word List	x
Summary of Word Lists by Books	xi
ORGANIZATION OF THE SERIES	xi
333 Most Commonly Misspelled Words	xi
"How to Study a Word"	xii
Lists at the Back of the Pupil Editions	xii
Tables of Word-Study Skills	xiii
METHODS AND PROCEDURES	xvi
Five Phases in Teaching Spelling	xvi
Continuous Review	xvii
Personal and Class Word Lists	xviii
Providing for Individual Differences	xix
Survey Tests	xx
For Teachers in Ungraded Schools	xxi
FOR FURTHER STUDY	xxi
PUPIL EDITION, WITH INTERLEAVED SHEETS OF SUGGESTIONS FOR TEACHERS	Pages numbered as in the pupil edition
333 MOST COMMONLY MISSPELLED WORDS	109
BASIC SPELLING LITERACY VOCABULARY OF 445 WORDS	114
BASIC WORD LIST, MACMILLAN SPELLING SERIES	118



## USING THIS TEACHERS' EDITION

SPELLING is an indispensable tool for satisfactory expression in writing. Moreover the misspelling of a simple word often makes an even more damaging impression than a gross grammatical error. Thus spelling, quite properly, is of central concern in the programme of the schools.

Much spelling is learned incidentally: that is, acquired in passing as new words are read and used and written. But there is ample research evidence to indicate both the need for, and value of, direct instruction in spelling in addition to rich and varied opportunities for reading and writing.

Formal instruction in spelling appears on the time-table from grades two to eight almost universally throughout Canada. A study by the authors in 1958 revealed that 90 minutes a week were devoted to spelling in a typical grade two class, 100 minutes in grade five, 90 minutes in grade eight. The same study found considerable dissatisfaction on the part of teachers and supervisors with the apparent low correlation between good spelling in spelling periods and good spelling in other written work. Too many youngsters seem to learn to spell *words*, rather than learn to spell.

The Macmillan Spelling Series has been prepared to provide a better tool for pupils and teachers in the learning and teaching of spelling as an integral part of the language arts programme. The series is based on extensive research findings now available; it is Canadian throughout; it begins with the premise that successful teaching of spelling cannot be merely a mechanical and routine matter.

No textbook can be an adequate substitute for a capable and imaginative teacher; the teacher is the key person in the classroom. Hence this series includes an interleaved Teachers' Edition for each book, in addition to the Pupil Edition. The purpose of this Teachers' Edition is to provide useful background material, and specific suggestions for the busy teacher, unit by unit, so that spelling may be more effectively *taught*, and as a result better learned.

### THE TEACHER'S ATTITUDE TOWARD SPELLING

In his summary of the implications of research for the teaching of spelling, Ernest Horn states what may well be *the* most important truth for teachers desirous of teaching spelling more effectively:

The teacher's own attitude toward spelling is an important factor in determining the pupils' attitudes and consequently how well they learn to spell. Enthusiastic, sympathetic classroom teachers often get good results even though they do not otherwise make use of the most efficient learning procedures. And teachers who use efficient procedures but in a mechanical way, without enthusiasm or sympathetic understanding of the needs of individual pupils, get poor results. There is no reason why enthusiasm, sympathy, and efficiency should not be combined.

Investigations have shown that spelling is one of the subjects which many classroom teachers dislike to teach. The teacher's own interest in spelling may be increased by understanding the importance of correct spelling, by being assured of the soundness of what he is expected to teach, by knowing that the methods he uses have been proved efficient, and by the conviction, warranted by evidence, that all pupils can improve their spelling. But the greatest source of interest will come from helping individual pupils grow in spelling ability, especially pupils who are having marked difficulties in learning to spell.<sup>1</sup>

## POINT OF VIEW OF THE SERIES

The prime aim of the spelling programme is to bring each pupil to the point where he spells correctly the words he writes. This means:

1. Teaching pupils automatic mastery of the words which they need to use in writing.
2. Developing ability to spell correctly in all written work in and out of school, not just words in lists in spelling periods.
3. Helping children acquire an efficient method of studying and mastering words.
4. Developing self-dependence in spelling, in terms of ability to locate correct spellings and to check the accuracy of spelling.
5. Developing a desire to spell correctly, a pride and interest in correct spelling.

There is a great deal of evidence that word-study skills in phonic and structural analysis are useful tools for spelling, as are a number of other aspects of the broad language arts programme, such as improvement in pronunciation of words, correct grammatical usage, enrichment of vocabulary, and the development of an interest in words and their derivation. Spelling should therefore not be treated as an isolated study, but as a means of expression, a built-in part of communication.

This is the point of view of this series, which places considerable emphasis on phonic and structural analysis. From the particular standpoint of spelling, however, these are only means: analysis is just a first step. Correct spelling involves, above all, skills in *word-building*: really analysis in reverse. In the reading portion of a language arts programme phonic and structural analysis help a pupil to make sense of a word which he has not seen before; in spelling a knowledge of phonics (sounds expressed in letter combinations) and structure (meaningful elements from words already known) help a pupil to select the correct spelling of a word, to build the word in writing. Accordingly skills and practice in word-building receive particular emphasis throughout this series.

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<sup>1</sup>Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, #3, 1954; pp. 20-1.



## WORDS USED IN THE SERIES

The basic spelling vocabulary for the seven books consists of 2240 words. Why not more? A large library dictionary will list as many as 450,000. There are two compelling reasons:

1. Careful studies indicate that the first 2000 words constitute about 95% of children's writing vocabulary. These words, therefore, are given primary attention, along with a few additional words more commonly needed by adults. Complete mastery of these words, together with an efficient method for independent learning of whatever other words a pupil may wish to use, should lead to a high level of spelling ability.
2. The books are so designed that word-building activities, beginning with words from the basic list, lead to the learning of a great many more words. In addition, emphasis is placed on the building of supplementary lists of words which a particular class or individual may wish to use.

The most commonly used 2000 words, then, are much the same for everybody, but after that writing vocabularies become increasingly individualized. In other words, the returns from class teaching of each additional thousand or even hundred words diminish rapidly after the first 2000 which do most of the work. Nevertheless the basic lists are broadened somewhat for capable pupils by the inclusion of 692 Extra Words. None of these is a "show piece"; they are simply common words used somewhat less often than those in the basic list. The place for words more commonly needed by an individual than by an entire group is in the personal list which each pupil should be encouraged to develop.

The basic vocabulary of 2240 words in the Macmillan Spelling Series, together with the 692 Extra Words, is included at the back of this Teachers' Edition.

### Placement of Words in Various Books

Words have been assigned to particular books (roughly equivalent to grade levels) according to the main criterion of frequency of child usage in writing. There are demonstrated advantages to introducing particular words for spelling in this way at the point where large numbers of children wish to use them. In the first place one of the important goals of formal instruction in spelling is to develop ability to spell correctly in written expression, rather than just isolated words in a list; moreover, the well-established fact that learning occurs most readily when interest is present means that problems of motivation are reduced when pupils are assigned spelling words which they already feel a need to use in writing.

But this basic criterion for word placement has been deliberately modified to some degree in terms of the following factors, each of which is supported by the findings of careful research:

1. Grouping words containing common elements, or offering similar difficulties: the "word family" approach.

2. Avoiding too many short and easy words in the senior books, lest pupil and teacher interest be sacrificed.
3. Concentrating emphasis and re-emphasis on commonly misspelled words.
4. Including, in Books 7 and 8, a few words very commonly needed by adults although not so frequently used by children at that age.

## A Canadian Word List

The most monumental study of pupil spelling vocabulary to date is that of Rinsland, who analysed six million running words written in the spring of 1937 by school children throughout the United States. He tabulated the frequency, by grade, with which each of the 25,632 words found in the study appeared. Rinsland's report<sup>2</sup> has been widely used in the selection of word lists for various spelling series.

In building a truly Canadian word list it might be argued that something similar to Rinsland's large-scale study should be conducted in Canada. It is doubtful, however, if the great expense of such a study in time and dollars could be easily justified. The amount of overlap in the most frequently appearing 2000 words would, undoubtedly, be overwhelming. Accordingly, Rinsland's study has been used as a basis for initial selection of words for the Macmillan Spelling Series, modified by comparison with other painstakingly developed lists.<sup>3</sup>

Special attention, however, has been given to the inclusion of "Canadian" words as opposed to American or British terms. This has been done in part by inspection, and in part from a sampling of Canadian children's writing and literature. The majority of "Canadian" words included, however, have been added as a result of direct request for opinions to a sampling of interested teachers and supervisors across Canada. Examples of such words are Arctic, beaver, chesterfield, parliament.

In addition a number of post-1937 words, culled largely from word-count studies, have been added or have replaced "dated" words in the original Rinsland list. Examples are diesel, nuclear, nylon, satellite, television. Most of these are introduced in Books 7 and 8, many as extra words for capable spellers.

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<sup>2</sup>Rinsland, H.D., *A Basic Vocabulary of Elementary School Children*. New York: The Macmillan Company, 1945.

<sup>3</sup>Among the lists consulted were: Dolch, E. W., *The 2000 Commonest Words for Spelling*. Champaign, Illinois: The Garrard Press, 1955; Hildreth, Gertrude, "A Writing Vocabulary for Children"; appendix to her book *Teaching Spelling*. New York: Henry Holt and Co. Inc., 1955; Horn, Ernest, *A Basic Writing Vocabulary: 10,000 Words Most Commonly Used in Writing*. University of Iowa Monographs in Education #4, 1926; and Schonell, F. J., *The Essential Spelling List*. London: Macmillan and Co. Ltd., 1956.

## SUMMARY OF WORD LISTS BY BOOKS

Book	No. of Basic Words First Introduced	No. of Most Frequently Misspelled Words Included	No. of Extra Words	Approximate No. of Basic Words Listed per Unit (a)
Book 2	202	87	23	9
Book 3	310	74	68	11
Book 4	308	51	94	12
Book 5	321	48	120	13
Book 6	328	23	119	13
Book 7	383	26	131	14
Book 8	388	24	137	14
<b>TOTALS</b>	<b>2240</b>	<b>333</b>	<b>692</b>	

Note (a)—Including some of the most frequently misspelled words repeated or re-introduced from earlier books.

## ORGANIZATION OF THE SERIES

Each book is divided into 33 units plus seven review lessons interspersed. There is considerable variety in unit format and content, in order to maintain pupil and teacher interest from unit to unit and year to year. Thus there is a considerably greater difference between Book 8 and Book 2 than in many other spelling series. Units seek to encourage the pupil to use new words in context of *his own* composition, but new words are occasionally introduced in connected prose.

### 333 Most Commonly Misspelled Words

Three hundred and thirty-three words, within the core list, have been identified from a variety of studies<sup>4</sup> as offering particular difficulty to many pupils. Special attention is given to the teaching and re-teaching of these words, as follows:

1. Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of difficult words, are listed four times.
2. *In the Pupil Edition* a cumulative list of all such words introduced in the series to date appears at the back of each book.

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<sup>4</sup>For example, Fitzgerald, J. A., "A Crucial Core Vocabulary in Elementary School Language and Spelling". *American School Board Journal* 103 (July, 1941); pp. 22-4. Fitzgerald found that his 222 words accounted for 65% of the spelling errors in 700,000 running words of written work in grades 2 to 6.

3. *In the Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

## **“How To Study a Word”**

At the front of each book in the Pupil Edition is a page headed “How To Study a Word” (page 5 in Book 2). The same six steps are outlined in all books, although necessarily in simpler form in Book 2 than in Book 8:

1. LOOK at the word.
2. SAY the word.
3. THINK how you would spell it.
4. WRITE the word.
5. CHECK how you spelled it.
6. PRACTISE spelling the word.

It is recommended that teachers direct pupils repeatedly to these steps as outlined in the front of their books, to the point where pupils apply them automatically.

## **Lists at the Back of the Pupil Editions**

Various types of word list appear at the back of the Pupil Editions, as follows:

1. Alphabetical listing of new words for that book, showing the page at which each is introduced. These are not dictionaries: pupils should be encouraged to make regular reference to standard dictionaries.
2. Cumulative listing of words introduced in the series to date from the 333 most commonly misspelled words. In Book 2 such words are merely starred in the alphabetical list.
3. Reference lists of “Useful Words” tabulated by category, beginning at Book 3 as follows:

	Books					
	3	4	5	6	7	8
Months, with abbreviations	x	x	x			
Days of week, with abbreviations	x	x	x			
Provinces and major cities				x	x	x

## Tables of Word-Study Skills

The following tables summarize word-study skills as developed in the series. The process is a cumulative one, from Book 2 to Book 8. Thus all skills indicated are important for correct spelling, although all cannot be introduced at once, and some become increasingly automatic as the pupil progresses so that they are not singled out for equal attention in all books. The degree of emphasis accorded specific skills in each book is indicated as follows:

much attention—A: considerable attention—B: passing attention—C

Care has been taken, wherever possible, to correlate the progressive development of word-study skills in this series with related skills being developed concurrently at the various grade levels in widely-used texts for reading and other parts of the language arts programme.

## I — Skill in Word Perception

		Book						
		2	3	4	5	6	7	8
1. Recognizing words as visual symbols of ideas: associating printed and written words with known objects, actions, situations, ideas	A							
2. Hearing the whole word	A							
3. Pronouncing the whole word	A							
4. Seeing the whole word	A							
5. Recognizing letters and combinations of letters, and their associated sounds, as integral parts of a word	A							

## II — Phonic Analysis

II — Phonic Analysis		Book						
		2	3	4	5	6	7	8
1.	Single consonant sounds							
—	at the beginning of words	A	B	C	C	C	—	—
—	at the end of words	B	B	C	C	C	C	—
2.	Consonant blends	B	B	A	A	B	C	C
3.	Long and short vowels	A	A	A	B	B	A	A
4.	Vowel combinations	B	B	A	B	C	C	C
5.	Rhyming	B	A	B	C	C	C	—

### III — Skill in Building Words

	Book						
	2	3	4	5	6	7	8
1. Forming plurals							
— by adding -s	A	A	B	B	—	—	—
— other forms	—	B	A	A	A	B	C
2. Dropping letters or endings	B	B	B	B	B	C	—
3. Adding endings (inflection)	B	A	B	A	A	A	C
4. Doubling letters and adding endings	—	B	B	A	A	A	B
5. Recognizing parts of a compound word, and building compound words	B	A	A	B	B	B	A
6. Forming new words by substituting initial consonants or consonant blends	A	A	B	—	—	—	—
7. Forming new words by vowel substitution	A	B	B	—	—	—	—
8. Prefixes	—	—	B	A	B	A	A
9. Suffixes (changing meaning, or part of speech)	—	C	B	B	B	A	A
10. Finding root words	C	B	B	B	A	A	A
11. Forming new words from roots	—	C	C	B	B	A	A

### IV — Skill in Overcoming Common Difficulties

	Book						
	2	3	4	5	6	7	8
1. Double letters	B	B	A	A	C	C	—
2. Silent letters	B	B	A	A	B	B	C
3. Double vowels and diphthongs	C	C	A	A	C	C	—
4. Different sounds for the same letter combinations	—	C	B	B	C	C	B
5. Same sound, different spelling	C	C	B	B	C	C	B
6. Automatic mastery of certain words most frequently misspelled	A	A	A	A	A	A	A



## V — Dictionary Skills

	Book						
	2	3	4	5	6	7	8
1. Letters of the alphabet	B	B	C	—	—	—	—
2. Alphabetical order	C	B	B	B	B	—	—
3. Vowels and consonants	B	B	B	B	C	C	C
4. Guide and key words	—	—	C	B	A	B	B
5. Syllabication and accent	—	C	C	B	A	A	B
6. Pronunciation, and diacritical marks	—	C	C	B	A	A	A
7. Finding meanings and shades of meaning	—	—	C	B	A	A	A
8. Using sentence context to select specific meaning of words	—	C	C	B	A	A	A
9. Synonyms, antonyms, and homonyms	—	—	C	B	B	A	A
10. Using dictionary to check spelling	—	C	C	B	B	A	A

## VI — Other Language Skills Correlated with Spelling

	Book						
	2	3	4	5	6	7	8
1. Abbreviations	C	C	C	C	C	—	—
2. Capitals	C	B	A	A	C	C	—
3. Contractions	C	B	A	A	C	—	—
4. Correct usage of words (among, between, led, lead, etc.)	—	—	C	B	A	A	A
5. Hyphens	—	C	C	C	C	C	—
6. Possessives	—	B	B	A	C	C	C
7. Parts of speech (beginning with nouns and verb usage)	—	B	B	B	B	A	A
8. Handwriting	B	B	A	B	C	—	—
9. Extension of vocabulary and meaning	C	C	C	B	B	A	A

## VII — Rules and Generalizations

The only really safe rule in spelling is to pay particular attention to each individual word. Nevertheless, certain rules—or perhaps generalizations is a better term in this context—may be derived inductively from experience in noting similarities between words. The following table lists some of the more widely-applicable rules or generalizations for spelling, showing the book in which they are first formally stated following pupil experience with words concerned. These generalizations are reinforced (and in some cases extended through pointing out refinements and exceptions) in each subsequent book of the series.

<i>Rule or Generalization</i>	<i>Book</i>
1. Most nouns form their plurals by adding <i>s</i> or <i>es</i> . <i>Es</i> is added to make the word easier to pronounce.	4
2. <i>Q</i> is always followed by <i>u</i> .	5
3. Words ending in <i>-ful</i> have only one <i>l</i> .	5
4. Words ending in <i>y</i> preceded by a consonant change <i>y</i> to <i>i</i> before a suffix, unless the suffix begins with <i>i</i> .	5
5. An apostrophe is used to show the omission of a letter or letters in a contraction.	5
6. The final <i>e</i> of a word is dropped before adding an ending beginning with a vowel.	6
7. “ <i>I</i> before <i>e</i> except after <i>c</i> , or when sounded as <i>a</i> in neighbour and weigh.”	6

## METHODS AND PROCEDURES

How can the teacher make the best possible use of the Macmillan Spelling Series? The considerations outlined below, in addition to the interleaved pages in this Teachers' Edition, include some suggestions which have been useful to others. Of course a great many principles for effective teaching and learning of spelling, soundly based on the results of experimentation, are built into the actual design of the units themselves. For example, dictionary skills and usage are emphasized increasingly from book to book, leading toward independence in spelling. Again, the series introduces only those few rules which are widely applicable, and—as in phonic and structural analysis generally—the emphasis is on noting similarities rather than on rules.

### Five Phases in Teaching Spelling

Each of the units in the Pupil Edition has been prepared with five phases in teaching spelling in mind. It is recommended that teachers vary the amount of time devoted to any one of the five phases or to an entire unit. This will allow for adjustment to meet the varying abilities of different classes or of different pupils within a class; it will also provide variety and hence help to maintain interest in spelling lessons. The important point is that lessons be taught as rapidly as possible, having regard for individual differences in pupils' rates of learning.



The five phases in each unit are as follows:

1. *Introducing new words.* This is done in a variety of ways to arouse interest in learning to spell and to direct the pupils' attention to the words.
2. *Teaching the words.* Several activities or exercises are provided in each unit to help the teacher teach the words, as well as additional hints for each unit in the Teachers' Edition. Most of the activities and exercises are designed to provide practice in the various steps suggested at the front of each book for learning to spell a word.
3. *Testing and checking.* A vital phase in each unit, although by no means an end in itself, is testing and checking. Pupils should write from dictation each word in turn. It is suggested that the teacher use each word in a sentence, then repeat the word for writing by the class. *Immediate checking for errors is important.* It is usually helpful for the pupil, under supervision, to correct his own work, noting errors and rewriting any misspelled word correctly in his notebook.
4. *Re-teaching and practice.* The fourth phase involves re-teaching words which have given difficulty in the test, together with practice in the use of all words. Re-teaching to many teachers is a duplication of the first lesson, whereas it should be a new approach aimed particularly at the words which seemed most difficult for the class. Since we wish pupils to develop ability to spell correctly in all their writing, it is particularly useful at this stage to have pupils write words in contexts of their own making. Activities of this sort are suggested in the various units. Such work must always be checked for correct spelling.
5. *Re-testing and re-checking.* This second "test" should also be regarded as a teaching device, not simply a grading instrument.<sup>5</sup> It too should be followed by re-teaching and directed further study for any pupils who have not yet mastered the word list for the unit.

## Continuous Review

Continuous review is vital. Of course the best type of review is that where the pupil actually uses the words he has learned in his own writing, quite aside from formal spelling periods. This is one reason for the selection of words for spelling which pupils wish to use, rather than a large number of "show words" or words "... which they might need to use sometime". This also suggests the importance of checking spelling in written work beyond the formal spelling period. There are some indications, nevertheless, that the notion of "every period a spelling

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<sup>5</sup>Thomas D. Horn reports that the corrected test appears to be the most important single factor contributing to achievement in spelling. For a report on studies of the corrected test as a stimulus to learning see Horn, T.D., "Do They Learn from Tests?" in Hunnicutt, C. W. and Iverson, W. J., *Research in the Three R's*. New York: Harper and Brothers, 1958; pp. 304-5.

period" can be carried too far. Some studies have suggested that overly-rigorous checking of spelling errors in creative writing, for example, may tend to discourage some pupils from writing at all. The question here is, what constitutes overly-rigorous checking? While the answer will undoubtedly vary with the particular pupil and the particular situation, certainly at the very least checking must be done for correct spelling of words previously studied formally in spelling. More might well be expected of the more capable pupils.

The seven review lessons in each book of this series are precisely that: review *lessons*, not merely words listed for periodic test purposes. Each review unit concentrates on up to 25 words. These are taken mainly from the five preceding lessons, but they also include a sprinkling of words from earlier units and even earlier books. Each review unit provides an opportunity to *re-teach*, study and test difficult words. The re-teaching of words which all pupils in a class have already thoroughly mastered, however, would be not much more than a time-wasting form of busy-work. Teachers would do well to keep note, therefore, of the particular words which cause particular difficulty for their class. These are the words which should be taught-studied-tested again and again until they are thoroughly mastered.

## Personal and Class Word Lists

To help pupils with their own reviewing, each should be required to keep an individual list of those words which are stubbornly difficult for him. It is suggested that the teacher establish an automatic procedure whereby each pupil lists such words in a special section of his notebook, for study and re-study in accordance with the six steps of "How To Study a Word".

It is also strongly recommended that teachers provide for the development of both personal and class lists of words beyond those in the spellers, which the individual pupil on the one hand and the class on the other have need to use. A small section of chalkboard is sometimes allocated for the development of such a class list. As words arise which the entire class needs to use in some writing or other they are listed on that section of the board. Every few days the words accumulated in this fashion can be copied into an appropriate section of each pupil's notebook. They can then be taught, studied and tested largely as regular words. Each individual can do the same in the way of building a personal list of words which he as an individual wishes to use in his own writing.

The development and use of such lists have considerable demonstrated usefulness. The teacher must take care, however, that the class list includes only words of relatively enduring value. If such words as "mucilaginous" or "schismatic" should arise in passing in a fifth or sixth grade class, it would be ridiculous to include them in the class list for common study and mastery. Pupils' personal lists, too, will need periodic checking by the teacher for correctness and appropriateness.

## Providing for Individual Differences

Individual pupils vary widely in ability to learn to spell, just as they do in other abilities. In general one-fourth of the pupils in a typical class in elementary school will spell as well as the average child in the grade above, another one-fourth only as well as the average for the grade below. Spreads in achievement of from five to eight grades in a single graded classroom are to be expected. Pupils also differ markedly in motivation, intelligence, reading ability, handwriting, work habits, and a number of other factors known to be related to achievement in spelling. Clearly, then, if spelling instruction is to be effective, it must take differing needs of differing pupils into account. In spelling this seems to be all too seldom the case.

The competent and resourceful teacher will find that the Macmillan Spelling Series lends itself to use by pupils of varying levels of ability.

1. To the fullest extent possible the Pupil Edition has been made "self-directive", in that the individual pupil should be able to use his book profitably, if necessary, with a minimum of help from the teacher. It is to be hoped, nevertheless, that this will not often be necessary.
2. Emphasis throughout on word-analysis and word-building, as well as on dictionary work of other kinds, is useful for all spellers and leads easily to enrichment for good spellers.
3. For good spellers extra words are included in most units, together with suggested exercises and activities. Space limitations dictate that the latter be included only in the interleaved pages of the Teachers' Edition rather than in the Pupil Edition (except in the review units), but they are so designed that they may be used readily.
4. Special work is also suggested for poor spellers in the interleaved pages of the Teachers' Edition. Suggestions are made periodically as to diagnosis and remedial work for specific spelling difficulties. Repeated emphasis is placed upon the 333 most commonly misspelled words.
5. For very poor spellers a cumulative list of most commonly used words has been developed. (See A Basic Spelling Literacy Vocabulary, pp. 114 - 17.) By the end of the series this totals only 445 words; yet these words, studies show, account for up to 70% of children's writing vocabulary. Virtual mastery of this list should be possible for even extremely poor spellers, and should allow practically all pupils to arrive at a first level of spelling literacy.

Some teachers may wish on occasion to test pupils on the "new" words of a unit at the very beginning of that unit, the argument being that such pre-testing is the only way the individual child can find out for sure which words he needs to study. If such a procedure is employed, the teacher must guard carefully against the twin dangers of correct spelling on the first test being the result of guess-work rather than knowledge, and of the temptation for students to study "the next list" in advance just enough to pass the first test.

The most effective plan for meeting individual differences would appear to be some combination of grouping for spelling on the one hand and personal help or challenge to individual pupils on the other. Such an approach in reading and arithmetic is a very common practice in the elementary grades. It has also demonstrated its usefulness in spelling.

## Survey Tests

A survey test is included in each Teachers' Edition except Book 2, for possible use as the work of each book is begun. These tests are designed to help in the preliminary grouping of pupils for spelling instruction. Such a test is not included in Book 2, where the first unit is a spelling readiness unit.<sup>6</sup> Mid-book and end-of-book tests are available free from the publishers.

The purpose of these survey tests is not primarily to measure achievement; rather are they evaluative devices for diagnostic purposes, to indicate something of the type and amount of work the individual pupil needs to do. When pupils are having trouble with spelling, it is highly important that diagnostic and remedial work be undertaken as soon as possible to avoid the development of negative attitudes toward spelling which only compound difficulties. Other than low intelligence and severe physical handicaps, factors found to be most frequently associated with spelling difficulties include: low reading ability, lack of motivation, defective or careless speech, and slow or unintelligible handwriting. A very common cause of poor spelling has been isolated as poor study procedures. A useful first step in helping a pupil in difficulty, therefore, often is to have him explain how he goes about learning to spell a word.

For further analysis of spelling errors and specific suggestions for remedying them, see Gertrude Hildreth's book *Teaching Spelling* (New York: Henry Holt and Company, 1955), or George C. Kyte's article "Errors in Commonly Misspelled Words in the Intermediate Grades", in the *Phi Delta Kappan* for May, 1958, pp. 367-72.

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<sup>6</sup>Spelling and reading abilities are very closely related. Few good readers are poor spellers, and only rarely is a poor reader a good speller. As reading abilities (and readiness) are developed, spelling (or spelling readiness) is improved. It is important to note, however, that a pupil's reading vocabulary will be far greater than his spelling vocabulary: none of us actually has need to use, in writing, all the words which we recognize and understand in reading. Accordingly it is scarcely profitable to combine reading and spelling to the extent that the pupil is required to take much time to master the spelling of many new words as he meets them in reading. He may never need to spell most of those words, either in his present or future writing; moreover such interruption of reading to learn to spell may hinder the development of good reading habits and skills.

## For Teachers in Ungraded Schools

It is hoped that the combined features of Pupil Edition and Teachers' Edition will be of special help to the time-pressed teacher in the multi-grade classroom. The necessity can scarcely be over-emphasized, however, for close *teacher* checking of pupil work from time to time, quite apart from pupil checking of their own work or that of other pupils. It is therefore suggested that the teacher in an ungraded school so stagger the work of his pupils in spelling that he can dictate and correct appropriate spelling for each grade at least twice each week.

### FOR FURTHER STUDY

The following selected references will be of interest to persons wishing to do some reading and study of spelling and the teaching of spelling. Each of the five is readily available. Each is itself a source of many further references.

Dolch, E. W., *Better Spelling*. Champaign, Illinois: The Garrard Press, 1942. Pp. 270.

Flower, G. E., "Research in Spelling — A Summary"; *Canadian Research Digest* 3 (Summer, 1959) ; pp. 97-111. Toronto: The Canadian Education Association.

Hildreth, Gertrude, *Teaching Spelling*. New York: Henry Holt and Company, 1955. Pp. vi and 346.

Horn, Ernest, *Teaching Spelling*. Washington: The National Education Association. What Research Says to the Teacher Series, No. 3, 1954. Pp. 32.

Schonell, F. J., *Essentials in Teaching and Testing Spelling*. Toronto: The Macmillan Company of Canada Ltd., 1955. Pp. 96.

*Note:* The main body of this book, beginning overleaf, consists of actual pages as they appear in the Pupil Edition of Book 2, with interleaved sheets (marked by a colour bar) inserted as an aid to the teacher.





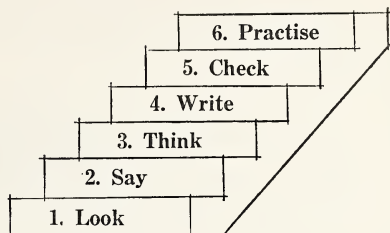
# THE MACMILLAN SPELLING SERIES





# TO THE PUPIL

## HOW TO STUDY A WORD



Follow these six steps in learning to spell a word:

1. **Look** at the word.
  - Look at it from left to right.
  - Look at the letters from left to right.
2. **Say** the word.
  - Say the word carefully.
  - Say the letters to yourself.
3. **Think** about the word.
  - Does it look like or sound like any other word you know?
  - Close your eyes. Try to remember what the word looks like.
4. **Write** the word.
5. **Check** how you spelled it.
  - Did you get it right?
  - If not, look for the part of the word that was hard for you. Write the word correctly.
6. **Practise** spelling the word.
  - Start again at step 1, until you are sure that you can spell the word correctly.
  - Write a sentence using the word. Check the spelling in the sentence.

## BEFORE YOU SPELL

If you want to write a story you must know how to spell.



**Do you know the letters?**

You must know the letters of the alphabet if you want to spell correctly.

Here are the small letters. Say them to yourself, starting with a.

a b c d e f g h i j k l m n o p q r s t u v w x y z

Here are the capital letters. Make sure that you know the names of all of them.

A B C D E F G H I J K L M N O P Q R S T U V  
W X Y Z

### Playing games with the letters of the alphabet

1. On your paper write each of these small letters:

k\_\_\_ m\_\_\_ g\_\_\_ t\_\_\_ f\_\_\_ q\_\_\_ i\_\_\_ r\_\_\_ b\_\_\_  
h\_\_\_ c\_\_\_ d\_\_\_

Write the capital letter beside each small letter.

Like this: a A

## SUGGESTIONS FOR TEACHERS, UNIT 1

### BEFORE YOU SPELL

#### Readiness for Spelling

*Do not begin formal spelling until the children are ready for it.*

The time spent in preparing children for spelling will be saved later because the children will know how to attack words. If you find that some children are not yet ready, you may spend additional time giving training in:

1. Recognizing differences in the shapes of letters:  
*b* and *d*; *q*, *g*, and *p*; *h* and *k*; *m* and *n*; *a*, *o*, *c*, *e*.  
Write *boy*, *dog*, *baby*, *doll*, *door*, *ball* on the board. Have pupils point out words that begin with *b* or *d*. Select words from pupils' reading vocabulary for similar exercises using *h* and *k*; *c*, *o*, *e*. Have pupils find words in their reading which begin with letters you wish them to identify.  
(Be careful not to do this during a reading lesson, but as an alphabet exercise, quite apart from the reading for meaning.) Use exercises similar to Ex. 3 and 4 in the Pupil Edition.
2. Recognizing differences in the shapes and appearances of words:  
*men* and *man*; *when*, *where*, *then*.  
At first direct special attention to beginnings and endings.  
Are the endings the same (*men*, *man*) or different (*hat*, *has*)?  
Are the beginnings the same or different (*when*, *then*; *fat*, *hat*)?
3. Recognizing differences in sounds of consonants at the beginnings and ends of words:  
Oral—Which words begin with the same sound? *hat*, *ham*, *house*, *bird*, *sat*, *horse*, *car*.  
Written—Draw a circle around the words which begin with the same sound as *boy*: *cat*, *bird*, *barn*, *bat*, *horse*.  
Have children do exercises for lists of familiar words from their reading.
4. Recognizing differences in sounds of vowels in the middle of words:  
Which of these words have the sound *a* like the sound in the middle of *cat*?—*ham*, *fat*, *hot*, *spend*, *tap*.  
Which of these words have the sound *e* like the sound in the middle of *bed*?—*bet*, *came*, *fall*, *tell*, *less*, *cap*, *set*.

The exercises in the Pupil Edition (Unit 1) are suggested as examples of what you, the teacher, may want the pupils to do. For some children they will be sufficient. But slower, less mature pupils will need more readiness training of the type suggested here.

## Introduction to Spelling

These remarks apply to all the units in this text.

1. Make sure the children know the names and shapes of the letters of the alphabet in printed and manuscript form. The alphabets in the text are for handy reference and should be used by the children for checking their own efforts.

2. Make sure the children know the common sounds of the consonants.

3. Make sure that the children can read and understand the simple directions in the text before you ask them to do any exercises.

4. Make spelling interesting and important. "We are writing for other people (for mother, father, the principal) to read. They may not be able to read what we write if we do not spell the words correctly." Give recognition to careful, well-thought-out spelling, even when a child makes an error, provided the error shows intelligent application of a principle. The child who spells *kight* for *kite* should be corrected, but he has made an intelligent application.

5. When words from the spelling lists also appear in reading, language, or social studies contexts, draw special attention to them and their spelling. Point out that these are important words which children need and use all the time. Focus interest on the individual word as a whole, and note its parts when it can be broken into parts.

6. Check the spelling of all words which the children include in their personal spelling lists.

7. Exercises in the text are intended to give children motivated opportunities for writing the spelling words. Copying has been avoided as much as possible. However, you, the teacher, will provide many more opportunities for the children to use the words during the period in which they are being specifically taught.

## The Alphabet

Spend enough time on the alphabet to ensure that the children know the shapes and names of the letters, since many mistakes in spelling by beginners are really mistakes in writing. With some pupils it may not be necessary to do more than review the letter names and shapes quickly. With other pupils the teacher may have to do a thorough teaching job.

Children should also know the sounds of the consonant letters. However, these sounds should never be taught in isolation. The letter *b* does not say *buh*. Teach the sound of it by referring to many words which begin with that letter: *boy, bee, board, basket, baby, bat, bear, bell, bird*; or less commonly end with *b*: *rub, tub, rib, nib*.

The game of "I Spy" is a useful device. A child is "It". He stands at the front of the room, looks around, and says, "I spy with my little eye

something that begins with *b*." The other children take turns asking, "Is it a book? Is it a basket? Is it a brush?" until someone guesses the right answer. Then he or she is "It".

During the reading lessons review especially those consonants which are used at the beginning or end of words being studied in the spelling lessons. Generally, in the first grade, children have learned the names and the more usual sounds of the consonants used both initially and finally. Words from the reading lists should be used to re-establish these learnings at the beginning of spelling instruction.

It should not be taken for granted that children know the consonant sounds, and review should continue throughout the year.

The exercises in arranging in alphabetical order included in this guide are intended only for bright children at the beginning of the year. However, they may be used, if you like, with an average class by the end of the year.

*Be sure the alphabet is posted where the children can refer to it readily.*

## More Alphabet Practice

To be used at the beginning of the year with bright children, towards the end of the year with average children, perhaps not until the following year with slower children.

1. Write the letter which comes after each of these letters:

a— s— b— r— y— u— f— h— l— t— m— g— i— o—

2. Write the letter which comes before each of these letters:

—c—f—j—l—m—p—t—s—b—g—z—e

3. There are 26 letters in the alphabet. The letters from *a* to *m* are in the first half of the alphabet. If a letter is in the first half of the alphabet, put 1 after it. The letters from *n* to *z* are in the second half of the alphabet. If a letter is in the second half of the alphabet, put 2 after it.

Like this: k 1 p 2

a— o— b— r— y— u— f— h— l— t— m— g— i— p—

4. Here are piles of letters all mixed up. Sort each pile into alphabetical order.

g  
e a  
b  
d f

n h  
m l k  
o l

u q  
t v  
w  
r s

i  
b m  
z  
o f t

5. Write or print your name. Under each letter write the letter in the alphabet which comes after it.

Like this: **D I C K**  
**E J D L**

Do the same thing with the name of your school.

6. Here's a puzzle you may enjoy. Look at these letters:

**J            mjl f            tqfmmjoh**

Now under each of the letters write the one which comes *before* it. What does the sentence say? (I like spelling.)

7. Can you write a word, or a sentence, like the one in the puzzle?
8. All children enjoy skipping games and rhymes for bouncing ball. They afford excellent opportunities for practising the alphabet. Children may skip or bounce to: "Carrie, Carrie (or Harry, Harry), whom will you marry? A, B, C, D, etc.", until the child misses; or "Tell me the name of your young man, A, B, C, D, etc.", or "Mrs. Bliven went to live in, A, B, C, etc.", with the skipper or bouncer having to name a town or city, real or imaginary, beginning with the sound of the letter on which he missed.

2. On your paper write these capital letters:

N\_\_ B\_\_ H\_\_ U\_\_ T\_\_ D\_\_

S\_\_ L\_\_ W\_\_ I\_\_ F\_\_ G\_\_

Write the small letter beside each capital letter.

Like this: A a

3. Look at these letters:

d b b d d d d b d b

How many times do you see the letter d ?

How many times do you see the letter b ?

4. Look at these letters:

q q p p q q p p q

How many times do you see the letter q ?

How many times do you see the letter p ?

How many times do you see the letter q ?

5. Look at these letters:

n n m m m n n

How many times do you see the letter m ?

How many times do you see the letter n ?





1



2



3



4



5



6



7



8



9

the is not cat cow car

1. • Say the name of each picture.  
 • Write the numbers 1 to 9. After each number write the letter that the word for each picture begins with. Like this: 1. d 2. b 3.
2. • Say these words carefully: **cat cow car**  
 • Write **cat cow car**. After each word put the number of the picture that matches it. Like this: **cat 3**



## SUGGESTIONS FOR TEACHERS, UNIT 2

Not all children should be expected to proceed through this unit at the same rate. Some will require considerably more time than others to master the words. Extra work for slower spellers is suggested overleaf in the section "For Poor Spellers". Good spellers may do the more advanced work suggested for them, or other work as the teacher may wish.

Especially in the early units **MAKE SURE** the children understand thoroughly how to do the exercises. Explain the directions and the examples.

For several lessons explain and illustrate "How to Study a Word" (page 5), until the children are secure in the method of learning their words.

### How to Use the Unit

The material gives children an opportunity to write *is*, *not*, *car*, *cat* three or four times. *It is important to check every writing of a word in the spelling list to make sure the spelling is correct.*

The first step in presenting this unit is to make sure that the pupils can read the words listed and understand what they mean. Draw attention to the importance of the initial consonant. Some of your pupils may still require extra practice in recognizing the initial consonant when they hear it, and in associating the sound with the letter. You will want to vary the exercises suggested in **BEFORE YOU SPELL** and to add your own.

### Doing the Exercises

Ex. 1 is intended to help the children recognize the sound of the first consonant and to associate the sound with the shape of the letter. For this reason initial consonants which are not used in the spelling list are included.

Use the word *the* with the names of familiar objects in the room; have the children point to and name the desk, the window, the door, the paper. Write *the* on the board several times as the children say it. Explain exactly how to do Ex. 4 and 5, illustrating orally, and having the children do a number of examples orally before asking them to do the written exercises.

### Testing and Re-teaching

When dictating the words in the word list, be sure to use them in sentences, but ask the children to write only the word in the list; e.g., The boy *is* tall. Write *is*.

Re-teach the difficult words by drawing attention to the parts of the words where errors have been made. Draw attention not to the

errors but to the correct forms. Have the children write the correct forms. Review the study procedure with them. Test again, and check again to be sure all children can spell all the words.

Have the children set up individual word lists in two parts:

- (1) the words they misspell in dictation or test periods;
- (2) the words they themselves want or need for their own or class writing.

See that in compiling such lists they spell the words correctly.

## FOR POOR SPELLERS

Practice in hearing the initial consonant sound.

1. If the word I say begins with the sound of the letter *c*, put up your right hand: came, cake, Bill, fat, coat, count, barn, cow, doll, bird, cat.
2. For the same set of words: Write the letter with which each of these words begins.
3. Play "I Spy", using *b*, *c*, *d* or any set of consonants you want to establish.

## Written Practice

1. Write *not* after the number of the sentence which needs *not* to make it true.
  1. Babies are big.
  2. The cow is in the car.
  3. I am in bed now.
2. You can use *the* with some of these words, but not with all of them. Write *the* after the numbers of the words you can put *the* in front of: Like this:
  1. *the*
  5. *the*
  1. cake
  2. with
  3. give
  4. on
  5. feet
  6. see
  7. toy
  8. family
3. Look at the pictures on page 8 of your speller. Write the numbers of the pictures on your paper. If the picture is of something alive, write *is* after the number. If the picture is a picture of something not alive, write *is not* after the number.  
Like this: 1. *is* 2. *is not*

Vary this game for further practice in writing *is* and *not*. (Which of these things is made of wood: rabbit, cake, car, table, toy boat, dog? Which are in our room? Which are little? etc.)

(Continued on next interleaved sheet.)

3. Look at the words in the list under the pictures.  
Find the word that begins with **n**. Write it.

4.            the cow    the cat    the car

Look at the little word the . We use it many times. Write it in front of

cow            cat            car

5. Write sentences using

- car is                      ● cow is
- cat is

**Be sure you spell the words right.**

6. If you misspell any words when your teacher reads them to you, study them again.

Look at page 5 to help you study them.

### **Keeping your own spelling lists**

You should keep . . .

- a list of any words you have wrong in your spelling lessons.
- a list of words you want to be able to spell. These are your own special words that you need when you want to write a letter or a story.

THE FAMILY **at**Do you know the family **at**?There is Mother **Hat**and Father **Sat**and children **rat** and**that** and**bat** and**at****sat****rat****hat****bat****that****I****am****home****fat**1. You can have fun with the little word **at**.

- Write **at**. Make words by writing **c**, **s**, and **r** in front of **at**.
- Write **hat**. Write the word that is left when you take **h** away.
- Write **that**. What letters must you take away to make **at**?

2. **cat**, **sat**, **rat**, **hat**, **that** can all be made from **at**.

- Put **b** in front of **at**. What word have you?
- Put **f** in front of **at**. Write the new word.
- See how many more words you can make. They must all sound like **at** at the end.

## FOR GOOD SPELLERS

1. Write the words so that they make a sentence:

car cat is in The the  
cow car not in is The the

2. Write one thing about a car; a cow; a cat.  
3. Write two other words that begin like *car*, *cow*, *cat*.  
4. A cow is an animal. Look in the word list at the back of the book. Find the names of animals that begin with: *d*, *r*, *c*, *b*.  
5. Write as many words as you can that begin with the letters *the*. See if you can think of *five* words.

Like this: *then*. (they, them, then, there, their, these)

## MOST COMMONLY MISSPELLED WORD REVIEWED IN THIS UNIT: the

(See page xi of this Teachers' Edition for explanation of the importance of these most commonly misspelled words.)

## SUGGESTIONS FOR TEACHERS, UNIT 3

### Introducing the Words

Introduce the new words. Have the children use them in sentences. Have the children discover that *cat*, *sat*, *rat*, *hat*, *that* all have *at* in them. Note the silent letter in *home*. Point out that *I* is always written as a capital. Have the children study the new words, following the procedure on page 5.

### Doing the Exercises

Relate the activities in Ex. 1, 2, 3 to the phonic analysis in the reading programme. Have the children study the words again.

Explain Ex. 4. Have the children answer the questions in sentences, e.g., I am at home. The cat is up the tree.

Be sure the children understand what is required of them in the guessing game (Ex. 6). Do the first example with them, but let them try the others on their own.

Ex. 5 and 6 may be done at this time or used later for re-teaching.

### Dictating the Words

Dictate each word in a sentence, but require the children to write only the word or words in the list; e.g., I am writing my spelling. Write *I am*.

## Re-teaching and Re-testing

Re-teach any words of this unit and Unit 2 with which your pupils have had particular difficulty. Try a different approach, rather than merely repeating your first teaching. Draw attention to the sound and shape of the words. Use exercises incorporating the words in your reading or language seat-work, and in writing or printing exercises where feasible. Be sure to check the spelling each time the words are written. Then dictate and check again. See that each pupil keeps a record of words he misspells, as well as individual and class lists of words required in day-to-day writing.

### FOR POOR SPELLERS

1. *that* is a pointing word. Use *that* to point out a

car                      cow                      home                      rat                      cat

Like this: *that car*

2. Make a rhyme:

I have a little cat.  
She caught a big brown —.

My puppy ate my mother's hat.  
Mother said, "Take that and —!"

3. These words are printed in capital letters. Print them in small letters:

THAT              HAT              AT              HOME              AM              RAT

### FOR GOOD SPELLERS

1. Make new words from *am*. Put *s, j, h* in front of *am* to make

a boy's name      something sweet to eat      a kind of meat

2. Write a story about a cat and a rat.

3. Make new words from *rat, hat, sat* by changing the last letter.

Like this: *cat*. Change the *t* to *n* and make *can*.

hat	(ham, has, had)
rat	(ran, rag, rap)
sat	(Sam, sad, sap)

4. *Extra Words* are listed in some of the units—in Unit 3, *bat* and *fat*. Good spellers should be expected to spell these as well as those in the basic word list.

### MOST COMMONLY MISSPELLED WORDS: am, the (2)

(The number in parentheses indicates that this word is repeated from that unit, for planned re-teaching because of its importance and frequent misspelling.)



3. Write the word that has only one letter.  
Remember to make it a capital letter.
- Write **home**. What letter is not sounded? Draw a circle around the letter that is not sounded.

4. Write answers to these questions:

- Where are you at night?
- Where is the cat?

Check to make sure you have spelled the words correctly.

5. Write **the** with **home**, **hat**, **rat**.

Like this: **the home**

6. Here is a guessing game. The answers are all in the word list. Write your answers like the first one.

- You are an animal. You have kittens. Who are you? Answer: I am a cat.
- You are a place to live in. What are you?
- You are something to wear. You are on a girl's head. What are you?

Remember to keep a list of any words you may not have spelled correctly. Study these words by climbing the six steps on page 5.





# WHO SAW THE DOG?

Who saw the dog?  
Where can he be?  
Look under the log,  
Look up the tree.

Who saw the hound?  
Where has he run?  
Has he been found  
Asleep in the sun?



1



2

who tree saw run dog  
found can up boy

1. The pictures tell a story. The verse tells a story. What is the story about?
2. Look at the word list.
  - Which two words end in the same letter? Write them.
  - Write **run**. Now take off the **r** and add **b**. What new word have you?
  - Make another word from **run**. Write **run**, then write the new word. You can find it in the verse.

## SUGGESTIONS FOR TEACHERS, UNIT 4

### Introducing the Words

Introduce the new words by reading the verse and talking about the pictures. Write each word on the chalk-board as you mention it. Draw attention to *who*. It is not spelled as one might expect.

### Studying the Words

Relate the activities in Ex. 2 to the phonic analysis you have already done. Have the children do Ex. 1 and 2. Explain the exercises in 3, 4 and 5. Be sure the children spell the words correctly. The children should be taught to check their own spelling against the word list, but the teacher must also check.

Have the children study the words following the procedure on page 5.

Ex. 6 is for fun. Use it now, or at the end of the unit.

### Testing and Re-teaching

Use the dictation to discover where pupils are making their errors. Re-teach those words which are frequently misspelled by your own pupils, and help individual children to study any words which they alone had wrong. E.g., some pupils may omit the *u* in *found*. Draw attention to the correct spelling. If children have confused the *n* and *u* give additional practice in recognizing and writing these two letters. The two words *dog* and *boy* are similar in shape. Slower children may need help in differentiating between them. Write *boy* and *dog* on the board several times in different positions. Let pupils find them. As seat-work let them match *boy* with *boy*, *dog* with *dog*. Very slow pupils will benefit from tracing the words (written in large letters) on the board either with chalk or with their fingers. Use the extra exercises for poor spellers for group difficulties.

For better spellers this is an opportunity to extend meanings: *can*, *saw*, *run* have more than one meaning each (see exercises "For Good Spellers"). The work in extension of meanings should be oral for the class as a whole; the written exercises are suggested for brighter children only.

Always re-test after re-teaching.

### FOR POOR SPELLERS

1. (1) Sam      (2) Jim      (3) Betty      (4) Dick      (5) Nancy

Write the numbers 1, 2, 3, 4, 5 on your paper. If the name after the number in the list is a boy's name write *boy* after it.

Like this:    1. *boy*

2.

---

s

r

c

f

---

Under each letter write the words that begin with that letter. Here are the words:

saw run sun can rat cow car found fat school

3. Answer these questions. Use good sentences.

Who found the dog?

Who saw the dog?

Where is the dog?

Where is the boy?

4. Which words in the list rhyme with the words printed here?

toy  
cup

man  
round

see  
log

5. What little word do you see when you take the *c* off *can*? Make new words by taking the *c* off *can* and putting on *f*, *r*, and *p*. Write *dog*. Use *h* instead of *d* to make a new word. Use *f* instead of *d* to make a new word. Say the new words.

## FOR GOOD SPELLERS

1. Think of two ways to use *can*. Use *can* both ways.
2. *Saw* can be used in two ways. Make up two sentences using *saw* both ways.
3. Make up your own story about a dog that is lost and found.
4. Change the last letter of *can* to make 3 new words.  
Like this: can cat (Try *p*, *b*, *r*.)  
Make new words by changing the last letter of *run*. (Try *b* and *g*.)  
Make new words by changing the first letter of *found*.  
(Try *r*, *s*, *h*, *p*.)
5. Write 3 words beginning with *wh*.

**MOST COMMONLY MISSPELLED WORDS:** boy, saw

- Say the word that begins with **wh**. Write it.
- Which word sounds like **log**? Write it.

3. Write the words in the list which rhyme with

**round**

**paw**

**cup**

**pan**

4. Read the verse. Which of these words can you find in the verse? Write them.


**who tree home dog found up boy**

5. Write the numbers 1 and 2. After 1, write the name of something you see in Picture 1. After 2, write the name of something you see in Picture 2. Use words from the word list.

## 6. Some puzzles

Clues:  = saw

**C** = see

 = can

 = dog

Read these. Use the clues to help you write your answers.

• I  the  .

• The   **C** the  .

• The boy   the log.

take make did to have  
good time day today

cake



Today the Green family went to the lake for a picnic. Father said, "I like picnics. We'll make a fire, and rake the ashes so we can bake potatoes. It will be fun."

Mother said, "I'll bake a cake, and take it along, because it's Jimmy's birthday. Do be good children today. If you are good, we'll all have a wonderful time." And they did!

1. Read the story. Write the words from the list that you can find in the story.

**Study the words in the word list.**



## SUGGESTIONS FOR TEACHERS, UNIT 5

### Introducing the Words

Look at the picture with the children and read the story. In the course of the discussion mention less familiar words like *rake* and *potatoes*, but do not write them on the board since they are not included in the spelling list. After the reading and during the discussion, write the spelling words on the board, drawing attention to them. Erase them before requiring the children to do Ex. 1.

### Doing the Exercises

Ex. 2, 3 and 5 again direct attention to initial consonants and emphasize rhymes. Answers to (2) are: lake, make, rake, bake, cake, take.

Make sure all children recognize the word *rhyme* and know what it means before they are required to do the exercises.

Be sure everyone knows what is expected in Ex. 6. This exercise is intended to give the children practice in writing the word *have*. It also reviews *not*.

Ex. 7: The story should be a joint effort of the group. Try to get a story different from the one in the text. Let the children supply the sentences, and have them select those which are most interesting to be printed on the board or on a large sheet of paper. Pupils may then make copies for themselves. Brighter children even at this stage of development should be encouraged to write short paragraphs of their own.

### Dictating the Words

Better spellers may be expected to spell additional words such as *cake*, *lake*, *rake*. Of these, *cake* is listed as an extra word in the word list.

### Re-teaching and Re-testing

Present words which require re-teaching as if they were new words, and use a new approach to them. E.g., if *good* has been misspelled draw attention to the part which was misspelled (perhaps the *oo*) not by pointing out that several pupils made an error at that point, but by underlining it as an important part of the word to remember. Note that *oo* comes between *g* and *d*. Have the children supply several sentences using *good*, and ask a different child to write the word on the board for each sentence. Have the poorest spellers trace the words they had misspelled, using either the board or large sheets of paper on which the words had been written by you.

Re-test the whole class on all the words in the unit, as well as on those commonly misspelled words from preceding units which had given your pupils difficulty.

## FOR POOR SPELLERS

1. Write the four words that begin with *t*.  
Write the two words that end with *d*.  
Write the word that begins with *h*.
2. Write two sets of words that rhyme. (take, make; day, today)  
Write the word that rhymes with *stood*.
3. From the word list write:  
a 4-letter word that means *not bad*.  
a 3-letter word that rhymes with *stay*.  
a 5-letter word that has two other words in it.
4. Make words by putting *s*, *pl*, *m*, *d* in front of *ay*.
5. Write sentences about: *good time, today, make*.

## FOR GOOD SPELLERS

1. These jumbled words make good sentences. Use every word in the jumble.  

(1) They	(2) fire rakes	(3) time a
ball play	ashes Father	children toys
not did	the the from	making The good
today		have
2. Write these sentences as if they happened yesterday.  
Like this: Today I *take* Betty home. Yesterday I *took* Betty home.  
Today I bake a cake.  
Today I make a spelling list.  
Today I do my work.
3. Write these words in the order of the alphabet:  

cake	good	did	have
------	------	-----	------
4. What do we call the day before today?  
What do we call the day after today?  
What do we call the beginning of the day?  
What do we call the end of the day?
5. Near the word in *I*, write the word from *II* which means the opposite. Like this: day—*night*  

<i>I</i>	<i>II</i>
day	work
to	from
good	give
take	night
play	bad

**MOST COMMONLY MISSPELLED WORDS:** day, good, have,  
make, to, time, today



4. Here are some riddles. The answers are all in this list:

am

today

home

boy

- Put **h** in front of me, and I am a kind of meat. What word am I?
- I have three letters, and I rhyme with **toy**. What word am I?
- Sometimes I am a house. Sometimes I am a tent. Sometimes I am an apartment. But everyone loves me. What am I?
- I am made of two words. I am not yesterday or tomorrow. What am I?

5. Finish the following on your paper. Use some words from the spelling list if you can.

- That boy found .
- I have .
- The tree .
- Who saw ?
- I am .
- My dog .
- Did you make ?
- The car is .

6. Write just the word or words which answer these questions:

- What is this boy using?
- What 5-letter word in the list rhymes with **play**?
- What words in the list have an **m** in them?



## Extra Help

1. Write the words in the list on page 16 which rhyme with

cake	hood	hog	jam	pound
paw	toy	do	far	play

2. Answer these questions. In your answers use the words that have a line under them. Like this:  
Have you a dog? I have a dog.

- Can you make a doll?
- Are you at home?
- Do you have a good time at school?

3. Write the two words in the list that begin with **h**.
4. Write the words that begin with **th**.
5. Say these words to yourself. Then write them in small letters.

FOUND TIME TODAY UP HOME WHO

6. What word in the list begins like **family**?  
What word begins like **girl**?  
What word begins like **mother**?  
What word begins with **wh**?  
What word ends in **ee**?

## For Good Spellers

1. What do we call:

- the day before today?
- the day after today?
- the beginning of the day?
- the end of the day?

2. Look at this: one boy, two boys. Do the rest the same way.

- one boy,
- one tree,
- one car,
- one school,

3. Write your name down the paper. Write a word beginning with each letter of your name. Like this:

**Dog**

**School**

**It**

**Up**

**Come**

**Sat**

**Kite**

**Am**

**Not**

4. Write these words in a column:

day to good take play

Beside each word in turn write the word which means the opposite. Like this: **day** **night**

5. Write a verse about a little dog.

1 one

2 two

3 three

4 four

5 five

6 six

one two three big make  
four five six little

robin  
seven

1. Count the robins in each picture. Write the number and the word that spells the number of birds in each picture. Like this: 3 three



2. 1, 2

Buckle my shoe.

3, 4

Shut the door.

5, 6

Pick up sticks.

Write words for the numbers in this rhyme. Be sure to spell the words right.

## SUGGESTIONS FOR TEACHERS, UNIT 7

### Introducing the Unit

Many children will be able to spell the names of the numbers. It should not be necessary to spend any time drilling the spelling with these children. For children who need to learn the spelling of the numbers, the arithmetic lesson can also be used to consolidate the learning.

Associate the number names with the figures by writing them on the board: 1, one; 2, two. Most teachers will already have number charts of some kind prominently displayed in the classroom for purposes of reference.

Be sure all children know the letter *x* (in *six*) which is infrequently used.

Draw attention to *little*. Note the double *t* and the silent *e*. Some classes will also be ready to recognize the short *i* in the middle. Have the children supply *big* as the opposite of *little*. Illustrate with objects in the classroom: a big book, a little book; a big pencil, a little pencil, etc.

*Make* should be taught again as a new word, and associated with the other *ake* words, if you think it necessary. *Robin* and *seven* are words for the better spellers.

### Doing the Exercises

Ex. 1 may be supplemented with additional duplicated or chalk-board examples of the same kind if your class needs more drill in spelling.

Teach *big* and *little* once more. Note the short *i* sound in both (if your class is ready for discussion of vowel sounds).

### Testing

Include *make* and one or two additional words with which your class may have had difficulty during the review unit.

### Re-teaching

Re-teach words which have proved difficult. N.B.: Do not confuse children by comparing *to* and *two* at this stage. Use Ex. 5 for interest if you need it. Dictate the words a second time, and check for errors.

## FOR POOR SPELLERS

1. Write the name of each of these numbers: 5, 4, 1, 3, 2, 6.

2. *Puzzles*

What is: A 3-letter word that ends in *x*? A word that is one more than *four*? A word that means *not big*? A word that has two *t*'s in the middle?

### 3. More Puzzles

What word in the list begins like *boy* and ends like *dog*? Change the *p* to *b* in *pig* and what word have you? What number rhymes with *tree*?

4. Copy these dots on your paper. Under each row of dots write the number of dots you see. Like this: . . . .

five

• • •      • • • •      • •      • • • • • • •      • • • •      • •      •

## FOR GOOD SPELLERS

1. In *big* change the *i* to *a*, *u*, *e*. Can you use these new words in sentences?
2. Make new words from *big* by taking away the *g* and adding any letters you can: (*bin*, *bill*, *bit*, *bib*, *bid*. Some children may produce *bite*, *bike*, etc.)
3.
  - Write another word for *little*.
  - Write another word for *big*.
  - Draw these three balls.



Write *big*, *bigger*, *biggest* under the proper balls.

4. Look back through your spelling words. Write all the words you can find which have the same sound as the *i* in *big*. (did, is, little, six)
5. Think of all the nursery rhymes and verses which have numbers in them. (Four-and-twenty blackbirds baked in a pie . . . ;  
1, 2, 3, 4, 5, 6, 7, All good children go to heaven . . . ;  
This old man he played one, He played knick-knack on his thumb,  
etc.)
6.
  - What two words can you find in the word *robin*? (rob, in)
  - Make as many words as you can using the letters in the word *robin*. (rob, in, bin, nib, nor, rib, on, no, or)
  - Write a story about seven robins.

**MOST COMMONLY MISSPELLED WORDS:** little, make (5), one, two



3. Write the number of the picture. After the number, write how many **big** things and how many **little** things you can count in each picture. Like this: 1. one big two little



4. Write the answers to these questions using words instead of numbers. Like this:

**Five and one make six.**

5 and 1 =

4 and 2 =

3 and 2 =

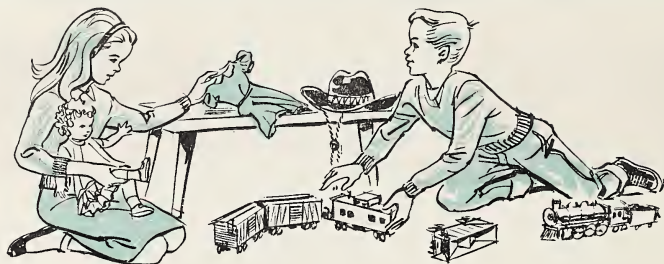
5. Here is a rhyme for skipping or bouncing balls:

One little, two little,  
Three little Indians,  
Four little, five little,  
Six little Indians;  
Seven little, eight little,  
Nine little Indians,  
Ten little Indian boys.

In this rhyme find and write the words you have learned in your spelling so far.



black      play      bring      brother  
blue      please      train      dress



1. Write all the spelling words you can find in the picture.
2. Read the words in the list carefully. How many consonants do you see at the beginning of each word?
  - Write the words that begin with **bl**.  
Draw a box around **bl** in each word.
  - Write the words that begin with **pl**.  
Draw a box around **pl** in each word.
  - Write the words that begin with **br**.  
Draw a box around **br** in each word.
  - Write the other two words in the list. After **train** write the two consonants that it begins with. After **dress** write the two consonants that it begins with.

## SUGGESTIONS FOR TEACHERS, UNIT 8

### Introducing the Unit

All the words in this unit begin with consonant blends. Before introducing the words you may need to do some aural work (ear-training) to give children practice in hearing two consonant sounds at the beginning of a word. Examples of this kind of drill:

Say slowly a number of words such as 1. place, 2. play, 3. pay, 4. please, 5. peas, 6. pleasure, 7. patch, 8. playing, 9. plough. Have the children tell you or tick off on a numbered piece of paper the words in which they hear *pl*. Do the same for the other combinations:

- (a) break, brother, bother, both, brisk, bright, bath, beak, breakfast, bring, brought
- (b) tree, train, trap, tap, treat, tip, trip, take, trench, tack, track
- (c) black, back, blue, book, bank, blank, blast, blot, bought, blame, blink, better, bad, bleat
- (d) dress, drip, dip, drift, draft, dog, drag, dumb, drum, drug, dug

Have the children supply words beginning with the consonant blends illustrated in this unit—*bl*, *pl*, *br*, *tr*, *dr*. To connect the letters with the sounds write the words on the board.

### Doing the Exercises

The exercises give at least three and often four opportunities for using the words in the list. Discuss Ex. 1 with the children before requiring them to do it. Let them find the words. Then derive the answers orally. Words like *blue*, *black*, *play* or *playing* should be accepted but not *please* or *bring*. In Ex. 3, *tree* is expected. In Ex. 4, ask the children to write only the single word answer: *blue*, *black*, *blue*, *black*. In Ex. 5, the sentences are completed by using *please*.

Ex. 7: At this stage in the children's development the story should still be a class effort. Draw from the children interesting sentences about the picture. Have the pupils themselves decide which sentences to use in the final story, and in what order to arrange the sentences. Print the story on the board or on a sheet of newsprint to make a chart. More advanced pupils should be encouraged to write their own little stories of two or three sentences.

### Dictating and Re-teaching

Most of the pupils should be expected to write *plays*, *played*, and *playing*.

If any of the children have made mistakes in the beginnings of the words, e.g., omitting the second consonant, give extra drill in hearing and seeing these blends (see "Introducing the Unit"). Where several children have made the same error, re-teach them as a group, assigning other work, perhaps that suggested for good spellers, to those children who do not require your efforts. If the silent *e* in *blue* or *please* has caused trouble, draw attention to it. Re-test, including, if you wish, two or three words from preceding units.

## FOR POOR SPELLERS

1. Copy the words in the spelling list.

Draw a line under the words that begin with *br*.

Draw a circle around the words that begin with *pl*.


Draw a blue box around the words that begin with *bl*.

Write three times the word that begins with *tr*.

Write in capital letters the word that begins with *dr*.

2. Which two words are the names of colours?

3. Work these puzzles:

b +  (bring)

t +  (train)

4. Write the name of each picture:



5. Put the words in their proper houses. If you know any other words that belong, put them in too.



## FOR GOOD SPELLERS

1. Black and blue are colours. Write as many other colours as you can.
2. Take the *dr* off *dress*. See how many new words you can make by using different consonants at the beginning. (Try *pr*, *l*, *m*.)
3. The word *dress* can be used in two different ways:  
Dress warmly for winter.  
The doll wore a pretty dress.

Find and write another word which can be used in two different ways. Use the word to show the different meanings.

4. See how many words beginning with *pl* (*br*, *dr*, etc.) you can spell correctly. (Suggest to children that they use readers or other books to search for these words.)
5. Make new words by adding *ing* to *bring*, *dress*.
6. *Brother* is the name of a member of the family. Write *family*. See how many family names you can spell. Don't forget Aunt and Uncle and their children.

**MOST COMMONLY MISSPELLED WORDS:** brother, play, please, train

3. • Write **train**. Beside **train** write the other word you have taken which begins with **tr**.
- Write **play**. Make new words from **play** by adding, **s**, **ing**, and **ed**.
  - Write a sentence using **played**.
  - Write a sentence using **playing**.

4. **Some questions to answer**

The answer to these questions is either **black** or **blue**.

- What colour is the sky?
  - What colour is the boy's hat?
  - What colour is the doll's dress?
  - What colour is coal?
5. Use a word from your spelling to make these sentences more polite. Write the sentences.
- Bring the dog to school today.
  - Bake a cake.
  - Take the cat home.
6. Write a polite sentence using
- dress
  - brother
7. "Please take my doll for a ride on your train," said Sue.
- Make up a story about Sue and her brother in the picture. Sue hopes the doll's blue dress will not rip.

m	a	n
	a	n
	a	n d
	a	s
h	a	s
h	a	d
	a	m
b	a	c k

apples  
ran

Say the words in the list. What sound is the same in all the words?

---

All the words have the  
**short a** sound

---

- Write the words in the list.
  - Make a box around the letter that has the **short a** sound in each word. Like this: **m****a****n**
- Write **an**.
  - Write each word in the list which can be made by adding a letter to **an**.
  - Write **has** and **had**.
  - Draw a line under the letters that are the same in both words. Make a box around the letters that are different.
  - Write the word that has **as** in it. Then write **as**.



## SUGGESTIONS FOR TEACHERS, UNIT 9

### Preparing for the Unit

Some of your pupils may need preliminary work on distinguishing the sound of the short vowel *a*. Refer back to Unit 3, the AT family. You may have to do some additional readiness work such as that suggested in Unit 1. For seat-work, exercises such as the following may be used:

1. Write the numbers of the pictures. After each number write *a* if the word has a short *a* sound in it. Like this: 1. *a* 3. *a*



2. Draw a circle around the words that have a short *a* sound:  
bed bad bat hot had leg am sad put fat man ball
3. Circle the letter that makes the short *a* sound in some of these words: car can cat fat dad rabbit am ball  
Use familiar words from the children's reading.

In introducing the words have the children say the words in the list. Note that all the words have the short *a* sound. Note how the words may be built: *as* from *has*, as *has* is usually the more familiar word; *man* from *an* or *an* from *man*; *had* from *has* by changing the final consonant. *Am* was taught earlier in Unit 3. Teach it as a new word, using the principle of the short vowel; *back* is a little different because of the *ck* combination, but is related to *black*. Either *c* or *k* may be considered the silent letter.

### Doing the Exercises

Make sure all children understand the directions.

Ex. 2: If children inquire about *any* or *many*, explain that these do not have the short *a* sound.

Ex. 3: Words formed by substitution: *bat*, *bad*, *bag* (*bang*, *bank*).

Do not expect the last two, but accept them gratefully if they come from the children. *Bar*, *ball* and other words which do not have the short *a* sound, if volunteered by pupils, should not be written on the board. Remark to the children that these words do not have the short *a* sound though they are spelled with an *a*.

Ex. 4: *hand*, *sand*, *land*, *band* (*stand*, *brand*)

Ex. 5: Illustrate orally and on the board before expecting pupils to do this exercise independently. Have the children supply examples of *an* before a vowel: an arm, an eye, an ant, an uncle, an apron, an automobile, an umbrella, an empty glass, an open door, an old man, an unfriendly dog. Establish clearly, by ear, the fact that *an* is used when the next word begins with a vowel even if you do not wish to use the rule as a rule.

Ex. 6 may be kept for the re-teaching period if you wish, or may be used now. Answers to Ex. 6 are *has*, *and*, *am*.

Dictate the extra words *apples* and *ran* to the better spellers.

## Re-teaching

Re-teaching for special difficulties may entail reviewing certain consonant sounds, especially at the end of a word. If some children confuse *am* and *an* give additional practice in sounding and writing *m* and *n*, but always as part of a known word, e.g.: Which sound do you hear at the end of each of these words? *hen, ham, him, Sam, ten, run, fun, lamb, plan, plum, sum, hum, can, trim, ran, pen.*

Write the letter which makes the sound at the end of each of these words: *hum, run, film, trim, stem, am, pin, rain, pain, rim, Tom, Jim, horn, train.*

For practice in writing the words in the list use material provided for poor spellers.

## FOR POOR SPELLERS

1. Change the vowel in each of these words to *a*. Say the new words. Write them again.  
*in end men is hid his buck*
2. From the list write  
2 words that begin with *h*.  
2 words that end with *s*.  
a word that begins with *b*.  
a word that ends with *nd*.  
4 words that begin with *a*.
3. Write *man, an, and*. Draw a circle around the letters that are the same in these words.
4. *Some puzzles for fun*

Take *h* away from



and what do you get?

*h + as =*

Take *f* away from



. Add *m* and you get

Write the answer.



Change *m* to *h* in *mad* and what do you get?

## FOR GOOD SPELLERS

1. Make new words by changing the vowels in: *an, had, man, as, has, and*. (Answers: *in, on, hid, men, is, us, his, end*)
2. Make new words by putting consonants in front of *an*. (*pan, fan, ran, tan, plan, bran, can*)
3. Make new words by changing the first letter of *back*. (*sack, tack, whack, stack, slack, etc.*)
4. Write *apple* and *ran*. Underline the letter which sounds the same in both.
5. See how many names of fruits you can spell correctly.

**MOST COMMONLY MISSPELLED WORDS:** *am* (3), *had, has*



3. • One letter in **back** is silent. Write **back**, and draw a line under the silent letter.
- Write as many words as you can make by taking the **ck** off **back**, and adding other letters. Try **t**, **d**, and **g**.
  - Write **back** and **black**. Draw a ring around the letter in **black** that is not in **back**.
  - Write **back** again. Under **back** write all the words you can find that rhyme with it. Try words that begin with **s**, **t**, and **st**.

4. Write **and**.

Make new words by putting letters in front of **and**. Like this: s**and**. Try using each of **h**, **s**, **l**, and **b**.

5. Look at these words:

<b>an</b> apple	<b>an</b> elephant	<b>an</b> orange
<b>a</b> boy	<b>a</b> cup	<b>a</b> dog

Now write these words with **a** or **an** in front of each. Like this: a man an apple

man	apple	hat
little cat	old car	egg

6. Some riddles

- If you take **h** away from me, I say **as**. What word am I?
- If you add **h** to me, I say **hand**. What word am I?
- If you put **h** in front of me, you can eat me. What word am I?

in

him

with

out

if

his

into

it

will

What vowel sound can you hear in almost all the words? What letter makes this sound?

1. • Write the words with **short i** down your paper. Keep the i's in a straight row. Like this:

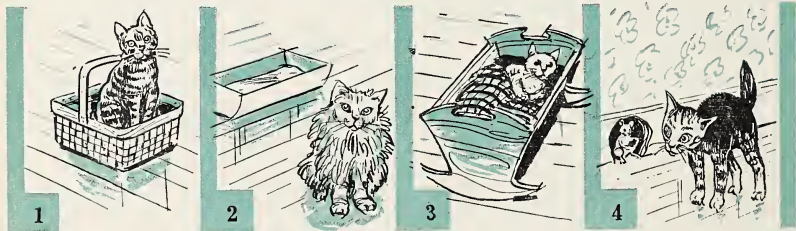
in

if

him

2. If the cat is **in** something, write **in** after the number of the picture. If the cat is outside, write **out** after the number of the picture. Like this:

1. in



3. • Write **it**. Make three new words by writing each of **b**, **h**, and **s** in front of **it**.  
 • Write **in**. Make three new words by writing each of **p**, **t**, and **b** in front of **in**.

## SUGGESTIONS FOR TEACHERS, UNIT 10

### Preparing for the Unit

Some of the children may need practice in recognizing the short *i* sound and in associating it with the written symbol *i*. Give oral practice in picking out the sound, using as many familiar words as possible, e.g. Which of these words have the short *i* sound? *big, bag, did, dig, stop, dib, bad, his, has, live, love, in, if, him*, etc. When children are quite secure in selecting the sound, write the words on the board, saying them slowly. Have the children pick out the words with the short *i* sound, and have them point in each word to the letter which represents the sound. Do not use *live* or *give* on the board because of the silent *e* at the end.

### Introducing the Spelling Words

Have the children say the words, preferably in sentences. Note the short *i* sound in all but *out*. Note the double *l* in *will*, the *th* of *with*. Children should be able to derive *his* from *is*, and *him* from *his* by substitution of the consonant.

### Doing the Exercises

Be sure the children know exactly what to do before they are asked to do any written work. Slower children may need these exercises illustrated orally or on the board, using more than one example.

### Re-teaching

Find out where the children made their errors, and if possible, why. If in the vowel sound, re-teach it as if from the beginning. If the difficulty is a writing difficulty, this should be overcome by teaching the letter which has caused the trouble, e.g., the *f* or *n* in *if* or *in* occasionally causes trouble. Use extra practice material for poor spellers at this time if you wish. BE SURE INDIVIDUAL CHILDREN AND THE CLASS keep lists of personal spelling difficulties.

### FOR POOR SPELLERS

1. Write *if, in, it*. Draw a circle around the sound that is the same in them all.

Write *will, with, him, his*. Circle the short *i* sound.

2. Write the two words that begin with *w*.  
Write the two words that begin with *h*.  
Write the two words that end with *t*.  
Write the four words that begin with *i*.
3. 1. if 2. it 3. him 4. his 5. will 6. with 7. into 8. out  
Do these puzzles, putting in the right word for the number:  
1 I want 2, I 5 ask 3 for 2.  
4 father 5 put 2 7 4 pocket.  
Let's go 6 3 7 the car.  
1 he goes 8, we 5 go 6 3.
4. Write the words from the list that rhyme with: *hill, hit, about*.

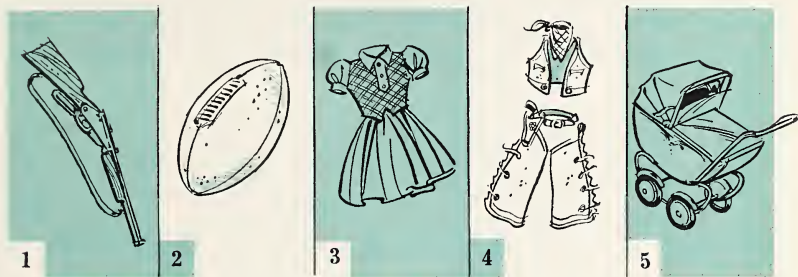
### FOR GOOD SPELLERS

1. Make new words by changing the vowel in *in, if, it*. (*on, own, an, of, at, out, eat*—*own, out, eat* might come from the very brightest children.)  
Make new words by changing the vowel in *him, his, will*. (ham, hem, hum, has, well, wall)  
Make new words by using other letters instead of *w* in *will*. (bill, fill, hill, Jill, kill, mill, pill, quill, sill, still, spill, till)
2. What two words in the list could you put together to make a new word? (without)  
What other words can you think of that use *out* for part of them? (outside, outdoors)  
What words do you know that are made up of *in* and another word? (inside, indoors, into)
3. We use *him* to speak of a boy. What word do we use to speak of a girl?
4. Write words which mean the opposite of *with* and *will*.
5. Do you know this verse?  
If all the world were paper,  
And all the sea were ink,  
If all the trees were bread and cheese,  
What should we have to drink?

Make up a funny little verse using *if*.

**MOST COMMONLY MISSPELLED WORDS:** him, his, in, it, with, out

4. • If the thing in the picture could belong to a boy, write **his** after the number of the picture. Like this: 1. **his**



- Write the word from the list that begins like **his**.
5. • Write **if**. Make other words by changing the **f** to each of **s**, **t**, and **n**.
- Write the two words that begin with **wi**.

## 6. Letter arithmetic for fun

- will - ll + th =
  - with - th + sh =
  - with - th + nd =
7. • Which word in the list has two words in it?
- Write **into**. Draw a line under **in**. Draw a box around **to**.
8. • Answer these questions with **I will** or **I will not**.
- Will you go home today?
  - Will you drink tea for lunch?





father      mother      sister      children  
boy      brother      girl

1. ● Write all the words from the list that stand for people in the picture.
2. ● Write **mother** and **brother**. Draw a line under **other** in both words.
  - Write **father, mother, brother, sister**. Draw a line under the part that is the same in all these words.
3. ● Write **children**.
  - Draw a line after **child**, like this: **child|ren**

The **i** in **children** is short. The **i** in **child** is long. But the first part of **children** is spelled like **child**.

- Say **children** very slowly and carefully. How many vowels do you hear?
- Say the second part of **children** slowly, like this: **ren**. Now write **children** again, saying it softly to yourself.

## SUGGESTIONS FOR TEACHERS, UNIT 11

### Introducing the Words

Discuss the members of the family. Write the words of the spelling list on the board as the children supply them in discussion, or as you ask leading questions: "How many are there in your family? Who are they? Have you any brothers? Have you any sisters?" etc. Discuss the relationships of the family in the picture—the sisters and brothers, the mother and father.

### Doing the Exercises

Before assigning the exercises have the children discover *other* in *mother* and *brother*. Let them tell you that *father*, *mother*, *brother*, *sister* all end with *er*. Pay special attention to *children*. Talk about its relationship in meaning to *child*: Here's one child; here are three children. Note the difference in pronunciation (Ex. 3).

Use a number of illustrations to show that *s* makes something more than one: cat, cats; dog, dogs; car, cars; cow, cows; home, homes; boy, boys; girl, girls. Be entirely sure that every child knows what you mean by *more than one* before assigning Ex. 4 as seatwork.

### Dictating and Re-teaching

In dictation be careful not to use *mother* or *father* in situations where they might require a capital letter. For example, dictate "*Your father will call for you.*" rather than "*Father will call for you.*"

In re-teaching use a method of presentation different from your initial teaching. You might draw stick men and women, boys and girls, on the board and have children identify them by printing the appropriate words under them. Make cards with the words written on them in letters two or three inches high, and have poor spellers trace the words with their fingers, saying the words as they trace. Have individual pupils write the words two or three times each on the board. Use "For Poor Spellers" at this stage if you wish. Re-test. Check personal spelling lists to be sure words are correctly spelled.

### FOR POOR SPELLERS

1. Write the word that begins with *f*.  
Write *mother* twice. Put brackets ( ) around the part that says *other*.  
Write the word that begins like *bring*.  
Write a word that rhymes with *toys*.  
Add *s* to *boy*, *girl*, *mother*, *father*. Say the new words to yourself.
2. A girl is a *sister*. A boy is a *brother*. Write *sister* or *brother* after each of these words. Like this: *Betty—sister*

Betty	Sally	Dick	Jane
Jim	Billy	Ann	Sam



(A similar exercise would require the children to write *boy* or *girl* after each name. Use Mr. Black, Mrs. Green, Mr. White, etc. to practise *father* and *mother*.)

3. Tell whether these are a *mother*, a *father*, or *children* by writing *mother*, *father*, or *children* after the proper number:

- (1) chicks,      (2) hen,  
(3) rooster,    (4) kittens,  
(5) puppies.

## FOR GOOD SPELLERS

1. What is the word for your father's brother?  
What is the word for your father's sister?  
What is the word for your mother's father?  
What is the word for your father's mother?
2. Add as many more names as you can to this list.

boy	girl
man	woman
king	queen
father	

3. Add as many more names as you can to this list.

dog	puppy
cat	kitten
cow	
horse	
hen	
deer	
goat	

4. Write four words you know that begin with *g*.
5. Make new words by putting these words together:

cow	bird
home	out
with	sick
blue	boy

**MOST COMMONLY MISSPELLED WORDS:** boy (4), brother (8), children, father, mother

4. • Look carefully at these pairs of words:

1 boy — 2 boys

1 girl — 2 girls

How is “more than one” boy or girl shown?

- Write **boy, father, mother, brother.** Now write the words that mean more than one of each.

5. Tell what you see in each picture. Like this:

1. two girls, one boy, three children.



## 6. Some puzzles

Match the two parts to make sentences. Write the sentences.

- |                     |                  |
|---------------------|------------------|
| • The children play | is his sister.   |
| • His mother will   | a good time.     |
| • The little girl   | bring him a dog. |
| • The children had  | the children.    |
| • The boys found    | a long time.     |

7. Write a story about your family. Tell how many brothers and sisters you have. Tell if you have no brothers or sisters.

## LOOK AT THESE WORDS AGAIN



brother    play    back    am    please  
 had    has    him    his    it  
 children    out    boy    with    father  
 mother    little    make    one    two

Here are some words you should study again, because they are used very often.

1. • The word **father** is the name of someone in the family. Write **father**.
  - Write the other words in the list that are the names of people in a family.
2. • Six words in the list have a **short i** sound. Write them.
  - Four words have a **short a** sound. Write the **short a** words.
  - Write the four words with the **m** sound.
  - Write the two words that begin with **pl**.
  - Write the two words that end with **t**.
  - Four words end with an **e** that is silent. Write them.

## SUGGESTIONS FOR TEACHERS, UNIT 12

This is a review unit, containing twenty commonly misspelled words. Two of these, *boy* and *make*, also appeared in Unit 6, the previous review unit.

### Introducing the Words

It is advisable to dictate the words in this unit before teaching them. Children who have all the words correct in this dictation may be excused from the re-teaching period, and from the regular exercises in this unit. They may be asked to do the work for good spellers, and should be expected to write the final test along with the rest of the class.

The words are treated as completely new words, and should be presented as such. However, you might indicate the need for special study of these words which have proved difficult for many children. Some of your pupils may also have other words in their special lists which you will want to emphasize during this review unit.

Present the words in an oral context, like this, "John's brother came to school with him." Write *brother*, *with*, *him* on the board. Even better, have the children supply the context through directed questions: "Have you a brother? Did he come to school with you?" Draw attention to peculiarities of form or spelling: the ending *ren* on *children*; the similar endings of *father*, *mother*, *brother*, etc. Don't stress these things as points of error, but rather as points of interest to be noted. Remind the children of the individual study procedure. Illustrate with words which they themselves have found hard.

### Doing the Exercises

Ex. 2. Short *i* words: *with*, *him*, *his*, *it*, *little*, *children*. Short *a* words: *am*, *back*, *had*, *has*. If a child suggests *father*, say the word, have him say the word, and then have him say the short *a* words until he recognizes the difference in sound. Do not draw attention to *father* in this exercise unless one of the children makes the error.

*m* words: *mother*, *make*, *am*, *him*. Some children may have trouble distinguishing the *m* sound at the end of the word. Have the children in the group supply other words ending in *m*: *jam*, *ham*, *Sam*, *Tim*, *beam*, *hum*, *trim*, *slim*, *cream*, etc. (Be sure the error is not an error in writing; many children confuse *m* and *n*.) Some children may also have trouble with *t* endings. If necessary have them practise hearing words ending in this consonant: *fat*, *hat*, *light*, *fight*, *hunt*, *flat*, *sit*, *sat*, *spit*, *spot*, etc. Have children listen carefully and write only the letter whose sound they hear at the end of the words: *cream*, *flat*, *man*, *cat*, *had*, *am*, *thin*, etc.

Ex. 4: *please*, *play*, *out*, *little*, *with*, *children*. It is probably advisable with all but the brightest children to do this exercise orally first. You may wish to omit it, or to leave it for the re-teaching period.

Ex. 5: *make*, *back*, *has*, *am*, *his*. Ex. 6 and 7 should also be done orally first, although most children should be able to do 6 without help. For Ex. 7, write on the board any additional words which children wish to

use in their sentences. Ex. 8 should be done as a group exercise. Brighter children should also be allowed to write their own stories of two or three sentences.

The "Extra Help" and work "For Good Spellers" may be used in the re-teaching period.

## Re-teaching and Re-testing

You may wish to re-teach and re-test several times before you are satisfied. However, do not spend too long on the review in order to attain complete mastery. It is more profitable to include in subsequent units words which cause a great deal of trouble.

### FOR TEACHERS ONLY

*Did you know that . . . ?*

Many of our most common words have their origin in an ancient language which scholars have named Indo-European. Many modern languages have related words which can be traced to the same source. The word *mother* is a good example. The German word for mother is *Mutter*; the Dutch is *moeder*, the Swedish *moder*, the Danish *Moder*. The corresponding words in Latin, French, Spanish, Portuguese and Italian are *mater*, *mère*, *madre*, *māe*, *madre*.

*Did you know that . . . ?*

The word *children* incorporates a mistake in grammar. If the plural of *child* followed the pattern of most English plurals, it would be, of course, *childs*. In fact the original plural of *child* was *childer*, the *-en* being added later as a parallel to plurals like *oxen*. Children still may be heard forming double plurals like *bookses* and *dogses*.

3. Write the numbers of the pictures. After each number write **one boy** or **two boys**.



#### 4. Some riddles

- I am a polite word. What word am I?
- I begin like **please** and I end like **say**. What word am I?
- I am **not in**. What word am I?
- I am **not big**. What word am I?
- I am the only word in the list that begins with **w**. What word am I?
- I am **boys and girls** together. What word am I?

5. Write a word from the list to rhyme with each of:  
**take, black, as, jam, is.**

6. • Write these words: **out with make it**  
• Now make new words by  
—putting **sh** in front of **out**.  
—writing **ll** instead of **th** in **with**.  
—adding **s** to **make**.  
—changing **i** to **a** in **it**.

#### 7. Write sentences about

- a little boy with his dog.
- a brother and a sister.
- two children playing.
- mother and father.



8.



Pretend you are in this picture. Write a story telling what you are doing.

### Extra Help

1. • Write **please**. Draw boxes around the two letters you cannot hear.
  - Write a word to rhyme with each of **hit**, **sack**, **day**.
  - Write **little**. Draw two lines under the letters you cannot hear.
  - Write **brother**, and the word that rhymes with **brother**.
2. This sentence is written in capital letters. Except for the first **T** write it in small letters.

### THE LITTLE BOY IS PLAYING WITH HIS BROTHER.

3. Some of your spelling words are hidden in these words. Write all the hidden spelling words you can find.  
shout      without      playground      slam      sit  
himself      cowboy
4. How many dots do you see on each card? Write one or two.





5. Write the word **had**. Draw a line under the vowel.  
What does it say?
6. Rewrite the following to mean more than one.  
Like this: one boy — **two boys**
- |           |            |
|-----------|------------|
| one boy   | one mother |
| one child | one father |

### For Good Spellers

1. See how many words you can make by using the letters of the word **children**. Use each letter just once in any word.
2. Here are some more polite words you should learn to spell:
- |           |        |                  |        |
|-----------|--------|------------------|--------|
| thank you | thanks | excuse me        | May I? |
| pardon me |        | You are welcome. |        |
3. Write pairs for these words. Like this:

**with    without**

- play
- sit

**boy    girl**

- inside
- brother

4. Make new words by adding to each word in the first column one of the words from the second column:

**with  
play  
cow  
blue**

**ground  
boy  
bird  
out**



Christmas  
come  
my

Santa Claus  
house  
train

dear  
could  
doll

Jim wrote this letter:

Dear Santa Claus,

Please come to my house  
on Christmas Eve. Could you  
bring me a big train and my  
sister a doll?

I hope you have a good  
Christmas.

Your friend,  
Jim.

1. • Write all the spelling words you can find in Jim's letter.
- Notice that **Dear** has a capital **D** when it is used to begin a letter.

## SUGGESTIONS FOR TEACHERS, UNIT 13

This unit will provide children with some of the words they may want to use as Christmas approaches.

### Introducing the Unit

Have a discussion about Christmas. As you mention, or as one of the children mentions, one of the words in the word list, write it on the board. Note peculiarities of shape, the capital letters in *Christmas* and *Santa Claus*, the inclusion of *Christ* in *Christmas*, the silent *l* in *could* and *doll*, the fact that *come* and *could* begin with the same sound and letter.

The words in this unit are difficult. You, the teacher, should be aware that *house* and *could* both contain the letters *ou*, pronounced in two different ways. However, it is probably better practice not to draw the children's attention to this until late in the unit. Even then some of your children may find this inconsistency confusing, and you may wish to teach the words independently without making any reference to the *ou*.

### Doing the Exercises

All the words asked for in Ex. 1 appear in the letter to Santa Claus. Before having the children write Ex. 2 establish the pronunciation of *Christ* and *Christmas*, and be sure children know the difference between long and short *i*. The silent letter common to both words, of course, is *h*. *Christmas* also has a silent *t*. In Ex. 3 children should be allowed considerable leeway. Some children will believe that they *could* do some of the more difficult feats pictured there! The purpose of the exercise is to supply a reason for writing *could*, not for testing the children's judgment.

Ex. 5 is important. It may be done during a language rather than a spelling period. Words which the children have not yet had in their spelling should be written for them on the board at their request.

### Re-teaching

For those children who need a complete re-teaching, write the difficult words on large sheets of paper or on the board. Have poorer spellers trace the words with chalk, pencil, crayon, or finger, pronouncing the words as they write. Do *not* have the children name the letters separately as they write. It is better practice to say the whole word, or first the syllables (for *Santa Claus* and *Christmas*) and then the whole word. Watch particularly for errors due to phonic spelling, e.g. Crismus.

### FOR POOR SPELLERS

1. Write *I could come*. Add one word to say you *can't come*.

2. Answer this question: When does Santa Claus come?
3. Write *Christmas*. Draw a line under the letters which are not sounded.  
Write *could*. Draw a line under the consonant which is not sounded.  
Write *house* and *come*. Draw a line under the silent letter at the end of each word.
4. Copy this. Write capital letters where they are needed:  
         dear santa claus,  
                 please come to my house for christmas.
5. *Puzzles*:
  - I look like a baby. Sometimes I can talk. What am I?
  - I wear a red suit and I have a white beard. Who am I?
6.
  - Add *s* to *house* and *come*.
  - Write the word that rhymes with *some*. Write the word that rhymes with *mouse*. Write the word that rhymes with *hear*.
7. Make a list of all the words you have had in spelling which begin with the letter *h*. (had, has, hat, him, his, home, house) Make a list of all the words you have had which begin with the letter *c*. (can, car, cat, children, Christmas, Christ, come, could, cow)

## FOR GOOD SPELLERS

1. Write the names of all the holidays you can spell. After each one write the name of something that goes with it. If you cannot spell the word, draw the thing, and then find out how to spell it.  
         Like this: *Christmas* — *Santa Claus, holly, Jesus*
2. Make new words by changing the first letter of *house, come, dear, could*.
3. What happens when you add *ing* to *come*? Write the new word.
4. You say *one house, two houses*. What would you write for *one mouse, two* (picture of two mice)?
5. Find and write another name for Santa Claus. (St. Nick, St. Nicholas, Father Christmas). Look through Christmas greeting cards to find all the ways of wishing friends a happy holiday. (Season's Greetings, Joyous Noël, Merry Christmas, etc.)

**MOST COMMONLY MISPELLED WORDS:** Christmas, come, could, dear, house, my, train (8)

2. • Draw a circle around the word **Christ** in **Christmas**. What sound has the **i** in **Christmas**? What sound has the **i** in **Christ**?
- Which letter is silent in both **Christ** and **Christmas**? Write **Christ** and **Christmas**, and draw a line under the silent letter like this:  
Christmas.
  - What is the other silent letter in **Christmas**? Write **Christmas**, and draw lines under both silent letters.

3. Look at these pictures. If they are things you **could** do, write **I could** after the number of the picture. If they are things you **could not** do, write **I could not** after the number of the picture. Like this: 1. **I could not**.



4. • Write the words that begin with **c**.  
• Write the words that end with **silent e**.  
• Write the words which have an **l** that is not sounded. Draw a circle around a silent **l** in each word.
5. Write a letter to Santa Claus inviting him to come to your house. What would you like him to bring to you and to others in your family?



## WORDS THAT HELP MAKE PICTURES

old      good      new      long  
 little      happy      nice      pretty

The words in this unit help us make pictures.  
 Look at these pictures.



an old house



a long dress



a little boy

1. Write a picture word from the list to match each of these pictures:



1



2



3



4

2. • Write a different picture word from the list with each of these words:

girl      dog      car      time      sister      cat

- I mean the same as **glad**. What word am I?
- I mean **not big**. What word am I?

## SUGGESTIONS FOR TEACHERS, UNIT 14

### Introducing the Words

Point to a girl in the room: "Sally is a girl. She could be any kind of girl, a big girl, or a little girl. But when I tell you that she is a *little* girl, you know something about her, something that would help you to draw her picture if you had never seen her before." Introduce the other picture words, using the pictures in the text, or objects in the classroom to illustrate. Write each word on the board as you mention it. After this first introduction you may wish to draw attention to some of the peculiarities of spelling: e.g., *ew* in *new*, *e* in *pretty*, and the *l*'s and *t*'s in *little*. You may also want to direct the children's study of the more difficult words (*good*, *little*, *pretty*), following the steps on page 5. In any event, review the study steps so that the children may study the words by themselves.

### Doing the Exercises

For Ex. 1 accept any word which makes sense.

In Ex. 2 again accept any combination which makes sense: good girl, little girl, pretty girl, etc.

Before assigning Ex. 4 review orally the long and short sounds of *o*. Long—boat, cold, soap, hole, coal, pole, poke, post, etc.; short—log, pot, mop, song, long, Tom, dog, etc. Review any of the other phonic elements with which you know the children might have difficulty, e.g. silent *e*. This review might well be done during the preparation for the reading period, using words which the children will require in their reading for the day.

Ex. 5 and 6 may be deferred until the re-teaching period if you wish.

Ex. 7 returns to substitution of initial consonants. This aims at giving children independence in spelling.

Ex. 8 may be done as a group exercise. Children would then copy the completed story.

### Re-teaching and Re-testing

You may wish to use the phonic approach in the re-teaching period. Group the words according to their elements, or similarities, as suggested by Ex. 4. Write the words on the board. Have the children come to the board and underline or circle the parts of the words which had proved difficult. Proceed through the six steps of studying a word.

After the final test keep a record of the words which are still being misspelled. Be sure that individual children have entered their spelling difficulties in their personal spelling lists. Re-teach these words with the words of the next two units.

### FOR POOR SPELLERS

1. ● Write *old* after the numbers of those things which are old:  
1. grandfather, 2. a baby, 3. a 1950 car.



- Write *good* after the numbers of the things that are *good* to eat:
  1. ice cream    2. meat    3. tin
- Write *pretty* after the numbers of the things that are *pretty*:
  1. flowers    2. clowns    3. kittens
- 2. ● Write *little*. Draw a box around the double letters. Put a circle around the silent *e*.
- Write *happy*. Draw a circle around the double letters. Draw a line under the *y* at the end.
- Write *pretty*. Draw a line under the double letters. Draw a circle around the *y* at the end.
- Which vowel in *pretty* does not sound the way it looks?
- 3. ● After each of these words write the picture words that could go with the word. Sometimes you can use more than one of the picture words: Christmas, Santa Claus, Christmas tree, grandfather, doll, holiday.
- 4. *Some Puzzles*
  - I mean *good to look at*. What word am I?
  - I mean *not short*. What word am I?
  - I am the opposite of *old*. What word am I?

## FOR GOOD SPELLERS

1. *Good, happy, nice, pretty* are all pleasant words. Write some more pleasant words. Some of them are used on Christmas cards. (gay, joyous, merry, pleasant, kind, jolly, cheerful)
2. What words mean the opposite of the words in the spelling list? (young, big, bad, sad or unhappy, old or used, unpleasant, short, ugly)
3. Look through the spelling list at the back of the book. Find all the words that end like *happy* and *pretty*. Use your reader and library books to find more words that end like *happy* and *pretty*.
4. Make a list of other picture words you have noticed in your reading. They could be words like *tall, beautiful, dark, curly*.

**MOST COMMONLY MISSPELLED WORDS:** good (5), little (7), pretty

3.
  - Which of the picture words could you use to tell about Christmas?
  - Which of the picture words could you use to tell how you feel about Christmas?
4.
  - Write the two words that end in **y**.
  - Write the two words that begin with **n**.
  - Write the two words that end in **silent e**.
  - Write the word that has a **long o** sound.
5. From the list write the opposites of **big, ugly, short, bad, sad**. Like this: **old—new**
6. In your word list find the words that rhyme with **few, price, cold, stood, strong**.
7. **Making new words**
  - Write **old**. Make new words by putting **c, s,** and **t** in front of **old**.
  - Write **long**. Make a new word by writing **s** instead of **l**.
  - Write **nice**. Make new words by taking off the **n** and putting on **m, r,** and **tw**.
8. Write a story about a birthday party. What were the gifts like? What games did you play?

bed  
red

ten  
men

when  
then

get  
pet

tell  
well

hen  
eggs  
bell

Say the words in the list. What sound do you hear in the middle of each word?

1. Look at the pictures. There is something in each picture which has a **short a** or a **short e** sound.

- Draw two columns. Write **short a** at the top of one and **short e** at the top of the other.

Under **short a** write all the **short a** words.

Under **short e** write all the **short e** words.



2. • Write the letter that spells the **short e** sound.
- Write the words in the list. Draw a box around the **short e** in each word.

## SUGGESTIONS FOR TEACHERS, UNIT 15

### Readiness Practice

All the words in this unit are of one syllable, using the short *e* between two consonants. As introduction give those children who need extra help oral practice in discriminating between vowel sounds. Or use the suggestions given here to discover those children who require the extra practice.

Pronounce these words carefully, and have the children tell you which have the short *e* sound: bell, have, send, lamb, gave, made, pen, pin, egg, help, red, rain, mitt, ran, etc. In giving practice, avoid words like *said* and *head* which have variant spellings for the short *e* sound. Then have the children give you words with the short *e* sound. Accept words like *head* and *said* without comment, since you are not going to teach their spelling at this point.

### Doing the Exercises

Before requiring the children to do the exercises, check to be sure they understand the directions. Ex. 1, 2, 3, and 4 should be done orally and on the board before the children are asked to do them as seat-work. However, the seat-work should not then be mere copying. The children should be expected to do the exercises again independently.

Explain Ex. 5. Have the children say several words which are begun by "blowing out"—*when, what, which, where, why* (but not *who*). Draw attention to the spelling of this "blowing-out" sound—*wh*. Follow the same procedure with *th*—tongue between the teeth: *this, that, them, there*. But do not spend too much time on this aspect of the phonics, since these principles will be re-introduced later.

You may prefer to do some of the exercises after the first dictation.

### FOR POOR SPELLERS

1. Write the word that begins with *p*.  
Write two words that begin with *te*.  
Write three words that rhyme with *ten*.
2. Answer the questions using the word after each sentence in the answer:
  - Where do you sleep? (bed)
  - How many toes have you? (ten)
  - Is your mother well? (well)
3. Look at the pictures. Write the numbers 1 to 5. If the picture is a picture of a pet, write *pet* after the number of the picture. Like this: 1. *pet*



4. ● Write *when* three times. On the first *when* draw a circle around the part that has a "blowing-out" sound.
  - On the second *when* draw a box around the short *e*.
  - On the third *when* draw a line under the part that rhymes with *men*.
5. ● Write **THEN** like this. Now write this word in small letters.
  - Write *then* and a word that rhymes with *then*.
6. Which of these words are in your spelling list? Write them.  
where got get when pen deep tall tell wet well

### FOR GOOD SPELLERS

1. Not all words with the short *e* sound use *e* to spell the sound. Write *said*, *head*, *bread*. What letters in these words are used to spell the short *e* sound?
2. *Hen* is a mother chicken. What is the father chicken called?
3. Make new words by taking the *t* off *tell* and adding *b*, *d*, *f*, *j*, *s*, and *y*.
4. Add *s* to as many of the words in the list as you can.
5. See how many words you can spell which begin like this: *whe*. You may use your speller to help you. (whether, wheel, where, wheat, wheeze, etc.)
6. Read the story of the Little Red Hen. Make up a story for yourself about a hen and her chicks.

**MOST COMMONLY MISSPELLED WORDS:** then, well, when

3. Write the five pairs of words that rhyme.
4. ● Some words in the list end with two l's. Write these words.  
● Put a circle around the last two letters.
5. ● Look carefully at **when** and **then**. Say them. Blow out to say **when**. Put your tongue between your teeth to say **then**. Say the words again.  
● Write **when** and **then**. Draw a box around the parts that are different. Draw a line under the parts that are the same.  
● Write **when** on your paper each time the number 1 is used. Write **then** on your paper each time the number 2 is used.
- Open your book —1— you are ready.  
—2— write your spelling.  
—1— you finish your spelling, —2— do your arithmetic.
6. ● Add s to as many words in the list as you can.  
● Add **ing** to **tell**.
7. Answer the questions with one word:  
● How many fingers have you?  
● Are fathers men or women?  
● What word do you begin to say by blowing out your breath?  
● What word begins with the same sound as **girl**?



when  
what  
white

want  
water  
was

were  
will



when  
what  
white

Hold your hand in front of your mouth. Now say slowly:

**when what white**

You should feel your breath blowing into your hand. Now say:

**want water was**

What do you notice about your breath when you say **want, water, was**?

Usually when you say **wh** at the beginning of a word, you blow your breath **out**.

Try it again:

**when**

**what**

**white**

The blowing out sound is spelled **wh**.

- Write the three words that begin with **wh**.
  - Draw a line under the **blowing out** letters in each word.
  - Write the word that has a **short e** sound.
  - Write the word that has a **long i** sound.

## Introducing the Words

Have the children hold their hands in front of their mouths and say a number of words beginning with *wh* in order to feel the expulsion of air: *wheel, what, which, when, white, whistle, why, whether*, but NOT *who* or *whom* which begin with the *h* sound, not the *wh* sound. Then try words beginning with *w* followed by a vowel: *water, was, were, went, want, west, woman, will, won't, wood*, etc. Note the difference in breath. The *blowing out* is spelled *wh*. Write the three *wh* words on the board, and remark on their similarity and the differences among them. *When* has already been taught in Unit 15. Present it as a new word, but welcome its recognition by the children. The *w* words are all irregular phonically, i.e., *was* should not be related to *as*, or *want* either to *an* or *ant*. It is not necessary to draw attention to the irregularities, but you should be aware of them yourself.

## Doing the Exercises

It is advisable to give some practice in completing sentences before Ex. 2 is assigned as seat-work. Make sure that children understand what is expected of them. Ex. 3 should also be clearly explained before children are asked to do it. It may be necessary to work a few similar exercises orally: Will you go home for dinner? I will. Will you read the menu? I will not. The answers may, of course, differ for individual children. Ex. 6: *water, water, white*.

You may wish to use Ex. 7 in the re-teaching period.

## Testing and Re-teaching

In dictating, articulate very clearly so that children can distinguish easily between the words beginning with *wh* and those beginning with *w*. Keep a record of errors. Have each child record his own errors. Many teachers find it useful to have children write once, twice, or three times words they have missed. Never ask children to write words more than three times. There is rarely learning beyond that point.

If you have used the phonic approach in the original teaching, in re-teaching present the words in context, stressing meaning rather than form. You may wish to reiterate the *blowing-out* technique, but also present the words in sentences: When are you coming? Write *when* on the board and draw attention to it. What will you do? Write *what* and *will*, and so forth.

## Re-testing

It may be necessary to re-teach and re-test more than once if the children have special difficulties. However, do not hold up a whole group because one or two children are having trouble with specific words. Work with these children individually, as well as re-teaching the words in later units.

## FOR POOR SPELLERS

1. ● Ask a question using the word *will*.  
● Ask a question using the word *were*.
2. Write these sentences, using the right word:  
● I (want, went) to the farm last summer.  
● You (was, were) at school today.  
● The boy (was, were) running to school.  
● We (will, well) study our spelling.
3. Write *white* after the number of anything that is white.  
1. snow      2. Santa's hair      3. grass      4. milk      5. trees
4. Write *water* after the number of anything for which you use water:  
1. to swim in      2. to drink      3. to write with      4. to wash in
5. ● Write the word that has a double letter.  
● Write the word that ends in *er*.  
● Write the words that end in silent *e*.  
● Write the two words that end in *t*.  
● Write the word which ends with *s* that sounds like *z*.  
● Write the word that ends in *n*.

## FOR GOOD SPELLERS

1. Make a list of all the words you can find which begin with the blowing-out sound of *wh*. (when, where, what, white, which, why, whether, wheel, whistle, whine—but not who or whom)
2. Write the names of as many colours as you can.
3. Here are some words that tell you *when* something happened: early in the morning. Make a list of other words that tell you *when* something happened. (late at night, yesterday, last year, an hour ago, at three o'clock, etc.)
4. Make new words by changing the vowel in *will*. (well, wall) See how many new words you can make by taking off *w* in *will* and putting on one or two different consonants. (till, hill, mill, sill, pill, bill, fill, Jill, kill; spill, still, drill, thrill, etc.)
5. Water can be rain, or snow, or steam. Try to think of all the other forms in which you could find water. If you are a good speller, you will want to be able to spell all these words. (ice, frost, dew, fog, mist, cloud)

**MOST COMMONLY MISSPELLED WORDS:** was, were, when (15), white

2. Using **was** or **were**, write sentences beginning like this:
- The little boy
  - The old house
  - The children
  - The pretty dolls
3. Answer these questions by writing **I will** or **I will not**.
- Will you study the spelling words?
  - Will you come to school tomorrow?
4. • Write the three words that begin with **wa**.  
• Write **want**. Make new words by adding **ed** and **ing** to **want**.
5. Draw two columns. In one write all the **wh** words you know. In the other write all the **w** words.
6. **Some riddles**
- I am good to drink. The grass needs me too. What am I?
  - I fill the lake. I come down from the sky. What am I?
  - I am the colour of milk and of snow. What am I?
7. • Write a question beginning with **when**.  
• Write a question beginning with **what**.

Remember to keep  
your own spelling list.



yes  
no  
now

best  
first  
last

store  
story

fast



Jim's turtle is winning the race. He is first. Betty's turtle is last.

"Look," says Dick, "Jim's turtle is best!"

"Yes," says Jim. "My turtle is first. He is the best turtle."

"No, no," says Betty. "My turtle is the very best turtle in the world. I love him best even if he is not very fast. I love him best even if he comes last in the race."

1. Write the words from the word list which are used in the story.

Write them as often as they are used in the story.

2. If the thing in the picture can fly, write **yes** after the number. If it cannot fly, write **no** after the number.



1



2



3



4



5



6



## SUGGESTIONS FOR TEACHERS, UNIT 17

### Introducing the Words

The important phonic element in this unit is the blend *st*, used at the end of three words, and at the beginning of two. To give practice in recognizing the sound of this blend, ask children to pick out the *st* words from groups such as these: street, stretch, straight, saint, school, steam, stain; fist, first, crutch, crust, last, must; story, stitch, scream, shirt, step, stiff; wrist, risk, list, lost, latch; stand, stood, store, skim, slip, stop; mast, mash, most, rust, much, cast, cats, cost. Do this first orally, and then on the board, to make sure that children know the sound and associate the sound with the letter symbols.

Introduce the words in the list through the story. With a slow group you will have to read the story with the children. As you come to the words in the list, write them on the board without breaking the continuity of the story.

### Doing the Exercises

The exercises are straightforward. By this time classes should understand what is expected in Ex. 2. Ex. 5 is intended to help children to increase their spelling independence. New words derived are *go*, *how*, *nest*, *rest*, *list*. Ex. 2 may be used as a model for similar exercises during the re-teaching period. Provide either pictures or sentences which require *yes* or *no* as an answer; e.g., Can a horse fly? Can a cow give milk?

### Testing and Re-teaching

If you have used the story to introduce the words, use phonics for the re-teaching. Draw attention to the *st* sounds in five of the words.

Write the words with the *st* in a column:

store  
story  
best  
first  
last

Children with special difficulties in spelling should write the spelling words on the board in large uncramped letters, perhaps tracing the teacher's copy.

### FOR POOR SPELLERS

1. Answer *yes* or *no* to these questions.
  - Do you like milk?
  - Have you a baby brother?
  - Are you in Grade Two?
  - Is your teacher a man?
  - Is the sun in the sky?
  - Can you see green grass today?
  - Have you a pony?



2. *Some Puzzles* (to give practice in writing *first* and *last*)
  - Where does the letter A come in the alphabet?
  - Where does the letter Z come in the alphabet?
  - Look at the word *something*. Where does the letter s come? Where does the letter g come?
3. Write *best* after the number of the thing which you like best to eat:



4. Here are the names of some stories you know. Write *best story* after the number of the story you like best. Write *last story* after the number of the story that is last on the list. Write *first story* after the number of the story that is first on the list.
  1. Red Riding Hood
  2. The Three Bears
  3. Cinderella
  4. Snow White
  5. Hansel and Gretel
5.
  - Write the three-letter word that begins with *y*.
  - Write the word that begins like *not*.
  - Write the word that tells where we go to buy things.
  - Write the word that ends with a silent *e*.
  - Write two words that are the opposite of each other.

## FOR GOOD SPELLERS

1. See how many words you can find in your reader that have
  - *st* at the beginning.
  - *st* at the end.
  - *st* in the middle.
2. Write as many words as you can that begin with the letters *ye*. (yes, yet, yell, yesterday, yellow, yelp, etc.)
3. We write *one store* *two stores*  
                   *one story*           *two stories*  
 How would you write three of each?
4. Write a story of two or three sentences about a turtle who came first in a race.
5. Write a story telling what you like to do best.

**MOST COMMONLY MISSPELLED WORDS:** first, now, store

3. Some of these are the names of people. Some are the names of stories. Write **story** after the number of each story.

Like this: 1. **story**

1. The Three Bears    2. Jim Black  
3. Three Little Pigs    4. The Little Red Hen  
5. Betty Green

4. • Write the three words that end in **st**.  
• Write the two words that begin with **st**.  
• Write **store** and **story**. Draw a box around the letter in each word that is different.  
• Write the two words that have a **short e** sound. Draw a line under the letter that spells the **short e** sound.
5. • Write **no**. Make a new word by changing the **n** to **g**.  
• Write **now**. What letter has been added to **no**? What word do you have when you change **n** to **h**?  
• Write **best**. Make new words by changing **b** to **n** and to **r**.  
• Write **last**. Make a new word by changing the **a** to **i**.
6. Make up your own story about the picture. You may name the children and the turtles.

## LOOK AT THESE WORDS AGAIN

Christmas	house	then	was
come	good	well	were
little	could	when	first
children	pretty	white	store
dear	two	out	with



1. Write **c** and **w** at the top of your paper. Under **c** write all the words in the list that begin with the letter **c**. Under **w** write all the words that begin with the letter **w**.
2. • Write **Christmas**. What sound do you hear for **ch** in **Christmas**?  
 • Write the word that begins with a different sound for **ch**.

## SUGGESTIONS FOR TEACHERS, UNIT 18

### About the Unit

These 20 words constitute a review of the most difficult words in the preceding five units, as well as *good* (5), *little* (7), *children* (11), *with* (10), *two* (7) from previous review units. Re-teach as well any other words which your group found difficult.

You may wish to dictate the whole list to the better spellers in the class, and to excuse from the teaching period those children who can already spell all the words correctly.

In teaching the words present them as if they were new to the children. It is not likely that you will be able to present them all in one lesson; you may require two or three, depending on your group. If you follow this procedure, teach the words that begin with *c*, and the words that begin with *w* so that the children may be able to do Ex. 1 and 2. Draw attention to the difference in the pronunciation of the *ch* symbol in *Christmas* and *children*. Note the unsounded *l* in *could*. Practise again the difference in sound between *wh* (breath out) and *w*. Have the children say *was*, *were*, *when*, *white*, noting the difference in the beginning sounds—a difference in sound, in *feel*, and in appearance.

### Doing the Other Exercises

As an oral or written follow-up to Ex. 3 you may wish to have the children make sentences using the phrases. Ex. 4 directs attention specifically to the letters used in spelling the words.

In Ex. 5, have the children write only the rhyming word. Supply the context orally in correcting the exercise. Before assigning Ex. 6, be sure the children know what is meant by *opposite*. Have some oral practice if necessary, using *tall*, *short*; *fat*, *thin*; *top*, *bottom*; *give*, *take*; *up*, *down*; etc.

### Testing and Re-teaching

After teaching and practice on the exercises, dictate the words to the whole class, including any children excused from the teaching period. Re-teach difficult words only to those children who had errors in them. Words of continuing difficulty should be presented again in following units, so that children get constant review. They should also be introduced into reading and language lessons wherever possible, and you should check their spelling wherever they occur in the pupils' work.

### FOR TEACHERS ONLY

The proverb says that a little learning is a dangerous thing. A little learning has certainly helped to complicate English spelling.

The earlier spelling of *could* was *coud*. Some scholar who thought he knew more than he did know added the *l* on the analogy of *would* and *should*, and students of English spelling have suffered from his error ever since.

The *u* in *guard* is a similar fossilization of an error in spelling. Perhaps some scholar of little learning confused the *g* with *q*, or more likely he was thinking of the *u* in *guest* and *guess* and *guilt* where the *u*—following the French usage—serves to keep the *g* hard. *Gilt* is pronounced exactly like *guilt*, and *g* is not soft before the *i* of *give* and *girl*, but these words are all of Old English origin, not French. And besides, when did English spelling ever pretend to be consistent?

3. Write **good, little, white, pretty**, in front of **house**.  
Like this: **a good house**

4. • Write six words that end with **silent e**.  
• Write three words that have a **short e** sound.  
• Write the words that have a double **t**.  
• Write the words that end in **y**, in **s**, in **d**.  
• Write the word that begins with **d**.  
• Write the word that sounds the same as **to**.

### 5. Fun with rhymes

Finish these rhymes with words from the list:

- The children shout,  
"Come out, come——."
- Said the dog with a thirst  
"Let me drink——."
- Don't buy any more  
in the pet——.
- "Oh, yes," said the mouse,  
"I would  
If I——."

6. Find words in the list that mean the opposite of these. Like this: **go — come**

big	sick	bad	black
ugly	in	without	



## Extra Help

1. • Write **white**. Draw a circle around the letter that is not sounded.
  - Write **white** after the number of anything that is white:  
1. snow    2. Santa's hair    3. trees    4. milk
2. • Write **could**. Draw a ring around the letter that is not sounded.
  - Write **Christmas**. Draw lines under the two letters that are not sounded.
  - Write **well**. Draw a circle around a letter that is not sounded.
  - Write **pretty**. Draw a box around the letter that has a **short i** sound.
3. • Write **when**. Take off **wh**, and make new words by adding **h**, **t**, **m**.
  - Write **store**. Take off **st** and make new words by adding **m** and **c**.
  - Write **out**. Make a new word by putting **sh** in front of **out**.
4. Write words that rhyme with each of these:

bite	sell	thirst	when
some	near	about	

## 5. What word am I?

- I come after **one**.
- I mean **small**.
- I am used at the beginning of a letter to a friend.
- I begin with **w** and end with **s**.

Good spelling and good writing  
go hand in hand.

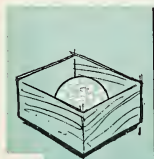


## For Good Spellers

1. Write a story about a dear little dog who liked to go to the store for his master. What things would he carry home? How would he carry them? What happened when he met another dog?
2. Some words have more than one meaning. Write two sentences showing that you know two meanings of the word **well**.
3. Write the names of as many colours as you can.
4. Write the words for the numbers 1 to 5. Now after each number write the order in which it comes. Like this: **one, first      two, second**

to in on over down upon  
up out of into from

1. Look at the pictures. After the number of each picture tell where the ball is. Like this: 1. in



1



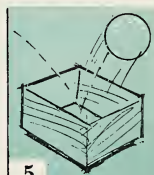
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3



4

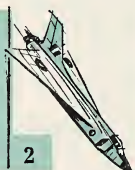


5

2. Write **up** if something in the picture is going **up**.  
Write **down** if it is coming **down**.



1



2



3



4



5

3. If the boy is walking to the house, write **to**. If he is walking away from the house, write **from**.



1



2



3



4

## SUGGESTIONS FOR TEACHERS, UNIT 19

### Introducing the Words

These words can be introduced dramatically. Bring two or three children to the front of the room. Have them walk *to* the door, *from* the window *to* the desk, *into* the hall, *out of* the room. Have them step *up* onto the chair, and *down* again, put the book *on* the desk, and hold it *over* someone's head. Point *up* and *down*. Have the children write directions on the board, giving part of the directions orally, writing only the words *up*, *down*, *to*, *from*, *into*, etc. Draw attention to the compound word *into*. *Up* and *to* have been taught previously, but present them as if for the first time.

### The Exercises

Ex. 1: in, on, over, into, out of.

Ex. 2: up, down, up, down, down.

Ex. 3: from, to, from, to.

Ex. 4: into; over, out, of, on—three different vowel sounds; out, down; in, to, over, up.

Ex. 5: in, out, out, in.

Ex. 6 may be done by the children individually, although you may find that your group requires preliminary discussion of ideas.

### Testing and Re-teaching

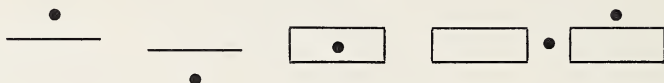
These words probably should not be dictated as detached words in a list. Dictate them in phrases and require the children to write the entire phrase in each case. E.g., I spoke *to the boy*. Write *to the boy*. The prepositions are hard for children to remember because they are difficult to relate to real objects or actions. It is therefore good practice to use them in context as much as possible.

In re-teaching, again stress the meaning of the words. However, point out resemblances, such as that between *on* and *of*. Note the short *o* sound in these words and in *from*. *From* and *of* both have the letter *f*, but it is sounded differently in the two words. You may not think it advisable to point out the difference. *Over*: *v* is a letter not used very often. If an error is made in writing the letter, give practice in writing *v*, and in connecting it with *e* which is the letter that follows it most frequently.

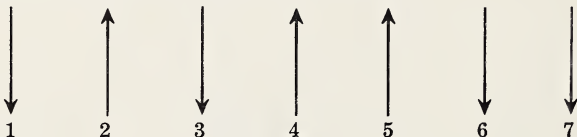
Do not be concerned if there is not complete mastery of these words by all the children, but make opportunities for using the words in language and reading exercises. Draw attention to the words when they are encountered—as they are constantly—in other contexts.

## FOR POOR SPELLERS

1. Answer the questions.
  - Where does milk come from?
  - Does water run up or down a hill?
  - Where is your pencil?
2. Write *is*. Change the *s* to *n*. Write the new word.  
Write *of*. Change the *f* to *n*. Write the new word.  
Write *town*. Change *t* to *d*. Write the word.
3. Write words which mean the opposite of:  
in                      to                      under                      up                      out of
4. In one word tell where the dot is each time:



5. Tell which way the arrow points, up or down:

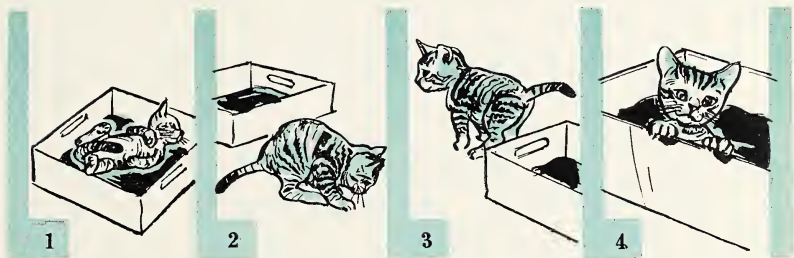


## FOR GOOD SPELLERS

1. Find as many words as you can which rhyme with *down*.  
(town, brown, crown, gown)
2. Make a list of all the things that you can go up on. Like this:  
*up the ladder, up the mountain*
3. Learn to spell *upon*. It is made up of two words. What are they?
4. Write the names of things you use in order to *come out* of places.  
(hall, door, window)
5. Write a story about a girl going into a house and a boy coming out. What happens when they meet?

**MOST COMMONLY MISPELLED WORDS:** down, from, in, (10), on, out (10), to (5), up (4)

4. • Write the word that is made of two words. Draw a line under the first word. Draw a box around the second word.
- Write the four words that begin with the letter **o**. How many different vowel sounds do you hear at the beginning of these words?
  - **ou** and **ow** have the same sound in two words. Write the words. Draw a line under the letters which have the same sound in these words.
  - Write the words which mean the opposite of **out**, **from**, **under**, **down**.
5. Write the number of each picture, and beside each number tell where the cat is.



6. Write a story about a playful little cat who liked to jump up and down and in and out of his box. Tell why he liked to jump. What happened when he got tired?



no

we

## LONG SOUNDS IN SHORT WORDS

we

me

no

my

he

be

go

by

she

so

1. • Write **we**, **he**, **she**, **me**, **be**.  
 • What sound do you hear in all these words?  
 • Draw a line under the **long e** sound in each word.
2. • Write **we** and **me**.  
 • Make new words by adding **t** to **we** and **me**.  
 • What vowel sound do you hear in the new words? Is it the same as the sound in **we** and **me**?  
 • Write **she** and **be**.  
 • Make new words by adding **d** to **she** and **be**.  
 • What vowel sounds do you hear in the new words?  
 • Write **me** and **he**.  
 • Make new words by adding **n** to **me** and **he**.  
 • What vowel sounds do you hear in the new words?

## SUGGESTIONS FOR TEACHERS, UNIT 20

### Teaching the Words

If you have already established the rule that a single vowel at the end of a one-syllable word is usually long, apply the rule here. If this rule has not been taught, merely draw attention to the fact that all these words have only one vowel sound, and that it is at the end of the word. Let the children tell you that the vowel in all the words is long (Ex. 1-4). The purpose here is to help children to recognize the similarity in the spelling structure of these related words, not to state a rule.

Exceptionally observant children may ask about *to*, *do*, *who* when you present *no*, *go*, *so*. Do not refer to these words unless the question is raised by the children.

Ex. 2 and 3 show the effect on the vowel of a following consonant. Other examples are: well, west, went, hen, hem, help; shelf; met, mess; best, bet, bend; nod, god, soft.

Ex. 4: The sound is the long *i*, spelled by the final *y*. The words are all the same in that they are all of one syllable (one vowel sound), with the last sound a long vowel.

Ex. 6: Do orally first. Obtain from the children sentences using the combinations of words. E.g., She gave me my book.

Ex. 7: we, she, got, boy.

### Testing and Re-teaching

It is particularly important that these words be dictated in context. It might even be desirable to have children write short sentences instead of a word list: *We will go home. He has no car. She will go by the house. He saw me go.*

In re-teaching begin with the meaning approach. You and I—we. She is a girl, a woman, a teacher. He is a boy, a man, a farmer.

Write *o* on the board. Write *n*, *g*, *s*, in front of *o*, each in turn. Follow the same procedure with *e* to produce *we*, *he*, *she*, *me*, *be*.

These words are in common use. Check their spelling—and encourage children to proof-read—wherever they occur in children's writing. This is more important than correct spelling in lists.

### FOR POOR SPELLERS

1. Answer these questions either *We will go* or *We will not go*.
  - Will you go to school tomorrow?
  - Will you go to the zoo on Saturday?
  - Will you go to the farm this summer?
2. Write the numbers 1 to 6 on your paper. Use *he* for a boy, *she* for a girl. Write *he* or *she* after the number on your paper.

1. Jim	2. Bob	3. Betty
4. Mary	5. Jane	6. Billy

3. *A book that belongs to me is my book.* Write in another way: a car that belongs to me, a doll that belongs to me, a train that belongs to me.
4.
  - Write *by* and the word that rhymes with it.
  - Write *no* and two words that rhyme with *no*.
  - Write *be*. Write the words you get by changing *b* to *sh*, *h*, *m*.
  - Write *go*. Add *ing* to *go*.
5.
  - Write a question using the word *me*.
  - Ask a question about what *he* is going to see at school.

## FOR GOOD SPELLERS

1. *We could be you and I.* What words could you use for *you and he*? For *he* and *she*?
2. Write as many words as you can that begin with the letters *we*. (wet, wedding, west, weed, well, etc.)
3. Write as many words as you can that begin with the letters *go*. Use a dictionary or your reader to help you if you like. (got, goose, gone, gold, goal, etc.)
4. Try to find some words that end with a long *e* sound, spelled *ee*. (tree, free, three, see, flee)
5. Try to find some words that end with a long *e* sound, spelled *ea*. (tea, sea, flea)
6. Write any other words you know that end with a long *i* sound, spelled *y*, like *my*, or *by*. (cry, fly, try, fry, ply as in plywood)

**MOST COMMONLY MISSPELLED WORD:**     my (13)

3. • Write **no**, **go**, **so**. Draw a ring around the letter that makes the **long o** sound in each word.
  - Make new words by adding **t** to **no** and **go**.
  - What vowel sound do you hear in the new words?
  - Make a new word by adding **ing** to **go**.
4. • Write **me—my**                      **be—by**.
  - Draw a line under the letters that are different in **me** and **my**; in **be** and **by**.
  - What sound do you hear at the end of **my** and **by**? What letter spells the sound?
  - What is the same about all the words in this list?
5. Write the numbers of the pictures. If the picture is of a girl, write **she** after the number. If the picture is of a boy, write **he** after the number.

Like this: 1. **she**



6. Write one sentence using **she**, **me** and **my**.

## 7. Fun with word arithmetic

- wet - t =
- shed - d =
- go + t =
- by - y + oy =

you  $\begin{cases} \text{say} \\ \text{said} \end{cases}$

you  $\begin{cases} \text{see} \\ \text{saw} \end{cases}$

you  $\begin{cases} \text{give} \\ \text{gave} \end{cases}$

you  $\begin{cases} \text{get} \\ \text{got} \end{cases}$

you  $\begin{cases} \text{live} \\ \text{lived} \end{cases}$

1. Draw a frame like this. Write the other words in the list where they belong in the frame.

Yesterday	Today	Tomorrow
You said	You say	You will say
You gave	_____	_____ will _____
You got	_____	_____ will _____
You lived	_____	_____ will _____

2. • Write **said** as often as you see **said** in this sentence.
- Write **said** again, and draw a box around the letters which spell the vowel sound.
3. Use sentences to answer the questions the children are asking.

Can you say the words in the list?



Did I get the doll?

Who saw the teacher today?



## SUGGESTIONS FOR TEACHERS, UNIT 21

### Teaching the Words

These words also lend themselves to a dramatized introduction. Act out with the children the present and the past tenses of the verbs. Have a child *give* the book: "You *give* the book to Jim. Jim has the book. You *gave* it to him." Show a child something: "You *see* the book." Remove the object from his sight: "You *saw* the book." Write *give, gave, see, saw* on the board as the actions are being carried out. Have the children tell you that today you *see*, yesterday you *saw*, tomorrow you *will see*, and so on. Relate action to meaning to spelling. The children will be able to extend the exercise to other verbs beyond those in the spelling list, so that the spelling lesson becomes an intrinsic part of language teaching.

Draw attention to the spelling of *you*. Although the word occurs for the first time in the formal spelling, it is likely that the children have already had opportunities for using it in their own writing.

Note *ai* spelling the short *e* sound (Ex. 2).

### Doing the Exercises

If the words have been presented as suggested here children should not have much difficulty with Ex. 1 since it will already have been done orally.

Ex. 4: A bright child who has learned the rule of the silent *e* may suggest that *give* should really be said with a long *i*. Do not draw attention to the exception unless a child notices it. *Live*, used as a verb, is also an exception to the common rule. As an adjective, *live* has a long *i* (see Ex. 5).

Ex. 6 is for fun. Many children will need help before undertaking it in writing.

### Re-teaching

Re-teach only those words which children missed. In the re-teaching period try a phonic approach. Note that the *y* in *say* is changed to *i* for *said*—i.e., *said* is really *say* with *d* added. *Give* and *gave* are exactly the same except for one letter, the centre vowel. *Get* and *got* also differ only by the sound of the vowel. Note that *live* and *give* rhyme, but that *gave* and *lived* are quite different. Relate *see* to *three* and *tree*. It is useful to remind children that *You* often appears at the beginning of a sentence when it must be written with a capital letter.

### FOR POOR SPELLERS

1. ● Write the word in the list that belongs to the *ay* family and rhymes with *day* and *play*.  
● Write *said*. Which letters spell the short *e* sound in *said*? Write *said* again, and draw a line under the letters that spell the short *e* sound.  
● Write *give*. Write the spelling word that rhymes with *give*.  
● Write *live*. Add *s* to *live*. Add *d* to *live*.



2.   ● Write *see*. Make new words by adding *s*, *n*, and *ing* to *see*.  
       ● Write *saw*. Write a sentence using *saw*.  
       ● Write *get*. Change the *e* in *get* to *o*. Write the new word twice.  
       ● Write *you*. Write a question using *you*.  
       ● Write a sentence beginning with *you*.
3. Write *said*, *saw*, *gave* with *I*, *he*, *you*. Like this:  
       I said, he said, you said.
4. Look around your room, and write three things that you see.  
       Begin each sentence like this: I see
5. Write three things that you saw on your way to school. Begin  
       each sentence like this: I saw
6. Write two things you got for Christmas. Begin each sentence like  
       this: I got
7. Write two things you gave for Christmas. Begin each sentence  
       like this: I gave

## FOR GOOD SPELLERS

1. You say: Yesterday I saw something. Today I see something.  
       Tomorrow I will see something.  
       Use *go*, *went*, and *will go* like this with Today, Yesterday and  
       Tomorrow.
2. Finish these lists:
 

I give	I have given
I go	I have
I live	I have
I have	I have
I am	I have
3. Finish these lists:
 

I see	I saw
I come	I
I go	I
I write	I
4. Write a story about something interesting you saw one morning  
       on your way to school.
5. Try to write a verse that begins like this:  
       See-saw, see-saw . . .

**MOST COMMONLY MISSPELLED WORDS:** said, saw (4)

4. • Write the words that begin with **s**.
- Write the words that begin with **g**.
- Write **get** and **got**. What vowel sounds do you hear in these words?
- Write **give** and **gave**. Draw a ring around the silent letter in each word.
- Write **live** and **lived**. Draw a ring around the silent letter in each word.

5. • Read this sentence to yourself:

I live in a town.

What is the sound of the **i** in **live**?

- Now read this sentence:

I have a real live dog.

This time what is the sound of the **i** in **live**?

## 6. Some puzzles

Clues:


c = see



= saw





= can

 = I

U U = you

Use the clues to help you write your answers.

•   c u.

•   u.

• U and I played on the



.

the      they      them      their      then  
 this      things      with      think



Say **the they their them then this**. Put your tongue between your teeth to say the **th** sound in these words. Now say **think things with**. Where did you put your tongue to say these words? Did you put it between your teeth or against your top teeth? What happened to your breath?

1. • Write **the**. Write the words in the list that begin with the letters **the**.
  - Write the four words that have a **short i** sound like the **i** in **pin**.
2. • Write **them** and **then**. Draw a box around the letters that are different.
  - Write **then**. Change **th** to **wh**. Write the new word.
3. Write **they** or **them** instead of **Jim and Betty**. Like this:
 

I can see Jim and Betty. I can see them.

  - Jim and Betty do not see their dog.
  - The dog sees Jim and Betty.

## SUGGESTIONS FOR TEACHERS, UNIT 22

### Introducing the Words

All the words in the unit use the two sounds of *th*. Some of your children may require practice in recognizing this sound, and differentiating it from the *s*, *z*, and occasionally the *t* and *d* sounds. Identify these children by testing them:

"Tell me which of these words begin with the same sound as *think*: thin, thought, through, toe, throw, so, try, three, dumb, thumb, tumble." Then give practice by having them listen to pairs of words and select the one which begins with *th*: dumb, thumb; thought, taught; seem, theme.

For visual discrimination write the words on the board and have children circle, or underline, or point to those which begin with *th*.

Children who have difficulty with pronunciation or enunciation should be helped by showing them how to hold tongue and lips to form the two sounds of *th*. However, it must be recognized that at this stage of development some children cannot differentiate in their own speech between *th* and *s*, for example, but can hear the difference, and so can be taught to spell the sounds correctly.

Note that *there* is not introduced in this unit because children confuse it with its homonym *their*.

### Doing the Exercises

Ex. 1: the, they, them, their, then; this, think, things, with.

Ex. 3: Give practice in this type of exercise before expecting children to do it on their own.

Ex. 4: Do this exercise orally with the class, or illustrate with a similar exercise, or with objects in the room. When we point to an object that is close to us we use *this*: this desk, this boy. When we point to an object that is farther away from us we use *that*: that window, that door. Answers to Ex. 4: 1. this house, 2. that boy, 3. that tree, 4. this girl, 5. this dog.

### Testing and Re-teaching

Be careful to enunciate clearly when dictating these words. *Them* and *then* may sound very much alike to children. If this is an error made by one or more children, give extra practice in hearing and writing these letters. Sometimes the mistake is a writing error, rather than a spelling error. Make sure that the children who erred in the final *m* and *n* know which letter is which and the sound to associate with each. Have them write just the letter that spells the last sound in these words: them, then, ham, hen, ten, tam, ram, ran, etc.

Another frequent error is the reversal of *ei* in *their*. Draw attention to *the* at the beginning of *their*.

The *ng* and *nk* may cause some difficulty. Again practise words with these letters so that children hear them and associate the sound with

the written letters: sings, thinks, sinks, links, things, flings, rings.  
Use these words with or without the final *s*.

## FOR POOR SPELLERS

- Write the words that begin with the same sound as *that*.  
● Write the word that ends with the sound you hear at the beginning of *think*.  
● Write *things*. Take the *s* off *things*. Write two words you can find in the word *things*.
- Answer these questions either *I think so* or *I do not think so*.  
Is it a nice day today? Can you spell well? Is your mother at home? Can you do your arithmetic?
- Write *the* instead of *a* with these words:  
a boy                      a school                      a house  
● Write sentences using *with me*, *with them*.
- If the picture is a picture of things, write *things* after the number.  
If it is a picture of children, write *children* after the number.
- Write the word which has long *a* spelled *ey*.  
● Write the word which rhymes with *stem*.



## FOR GOOD SPELLERS

- Look at the word *they*. Which letters spell the long *a* sound? Write any words you can find which show different ways of spelling long *a*. (play, paid, sleigh, ate, great)
- What other word sounds the same as *their* but has a different spelling?
- What words can you think of that rhyme with *them*? (hem, stem, gem)
- Make these words say *more than one*. Like this: this boy, these boys, that boy, those boys.  
this girl                      that girl  
this ball                      that ball  
this bird                      that bird

**MOST COMMONLY MISSPELLED WORDS:** the (2), their, them, then (15), there, they, think, with (10)

#### 4. A picture game



Look at the picture. Write the numbers 1 to 5. The house, 1, is close to you in the picture, so write **1. this house.**

The boy, 2, is far away from you in the picture, so write **2. that boy.** Write **this** with the things in the picture that are close to you and **that** with the things that are far away from you.

- Answer these questions. Use **with** in your answer:

Who is with the dog?

Who is with the girl?

- Answer these questions. Use **think** in your answer:

Who do you think owns the dog?

What do you think the boy is doing?

#### 5. Read these sentences:

The dog belongs to the children. Whose dog is he? He is their dog.

Now answer these questions the same way.

- The doll belongs to Betty and her sister. Whose doll is it?
- The car belongs to Mr. and Mrs. Green. Whose car is it?



## TELL ABOUT YOURSELF AT SCHOOL

first                      are                      our                      miss  
 second                  school                  Miss  
 grade                    teacher                him

*Mrs. Ell*  
*Miss. Tith*

1. Read the words in the list carefully. Then answer these questions:
  - What school do you go to?
  - What grade are you in?
  - Who is your teacher?
2. Here are some pages from a calendar. They show the first and second of the month. In the order of the pictures write **first** or **second** as the calendar tells you.

Jan.
1

Feb.
1

Mar.
2

Apr.
2

May
1

June
2

3. • Write **are**, **grade**, **school**, **teacher**. Draw a line under the silent letter in each word. Like this:  
**are**
  - Write **our**. Make a word you know by changing **r** to **t**.
  - Make a new word by taking **er** off **teacher** and adding **ing**.
  - Write **him**. Make new words by changing **i** to **a**, **e**, and **u**.  
 Make another new word by changing **h** in **him** to **r**.

## SUGGESTIONS FOR TEACHERS, UNIT 23

### Introducing the Unit

The words pertaining to school are very important to children, who have many occasions to write them. One way to motivate this unit is to have the children write a letter to their parents, inviting them to visit the school. Extend the invitation on behalf of the teacher as well. "Our school is having a visiting day. Our teacher would like you to come to see our room. All the children in the first and second grades have made things to show you." Or motivate with a discussion growing out of the questions in Ex. 1.

If you use the title *Mrs.*, you will probably want to show the children how to write *Mrs.* with your name. However, do not expect mastery of this difficult form.

Discuss the structure of the words. Note *school* particularly. Draw attention to the unsounded *h*, and to the double *o*. It is not necessary here to establish any rule for *oo*, which is generalized in Unit 28. Have the children point to silent letters in *are*, *school*, *grade*, *teacher*.

With slower children you may wish to introduce only a few words at a time. Teach first the words which occur in the first and second exercises.

Make sure that children hear the difference between *our* and *are*. If necessary hear each child in a group say these two words, and use them in context. Always pronounce them carefully yourself so that the children know exactly which one you are saying.

### Doing the Exercises

If the words have been well taught the exercises should not present any great difficulty to most children. Make sure that the directions are clearly understood. Do the examples with the class. Ex. 7 should lead out of a preliminary discussion of the picture. It should begin as a class project and for slower groups should produce a class story. More mature children should be encouraged to write their own stories of three or four sentences.

### Testing and Re-teaching

The dictation of this unit could be one of the stories written by a child as a result of Ex. 7, or a paragraph written by the class as a group effort. Ability to reproduce their work when dictated to them is a more meaningful achievement than the writing of isolated words in a list. Be careful that the dictation is short, and that any words not appearing in the list are thoroughly familiar.

Use the extra practice for poor spellers as a basis for the re-teaching of words which children have missed. Re-test to make sure that the majority of children have mastered all the words. *First* and *him* should be firmly established since this is their second appearance in the word lists.

## FOR POOR SPELLERS

1.



Who is *first* and who is *second* in each picture? Answer in sentences like this: *The boy is first.*

2. Make this label to paste in a book. Fill it in for yourself.

My name is _____.
Our school is _____.
Our grade is _____.
Our teacher is _____.

3. ● Write *teacher*. Take off *er*. What word have you?  
● Write a sentence about your teacher.  
● Write *grade*. Take off *gr* and put on *m*. What word have you?  
● Write *school*. What letter do you see twice in *school*? Write *school* again and draw a box around the two letters that are the same.

## FOR GOOD SPELLERS

1. Finish each row of words to match Row I.

I

one

two

three

II

first

second

III

once

2. Here are pairs of words. Write sentences using them to show that you know what they mean: hit, miss; teach, learn; first, last; give, take.
3. Write a letter to your mother telling her what you like best about your school.
4. ● Write as many words as you can find that end in *ool*. (cool, fool, pool, spool, stool)  
● Write as many words as you can find that end in *ade*. (lemonade, spade, trade, made)  
● Try to find some words that rhyme with *grade* but are spelled differently. (paid, laid, etc.; played; neighed. Do not expect to get all these.)
5. What words, like *Miss*, would you write with the name of a man and of a married woman? (Mr., Mrs.)

**MOST COMMONLY MISSPELLED WORDS:** are, first (12), grade, him (10), Miss, our, school, teacher

4. Look at this sentence:

Our teacher is Miss Black.

How does **Miss** begin when it is used with a name?

- Write **Miss** with these names: Black White Bell
- Write a sentence showing another way in which you can use the word **miss**.

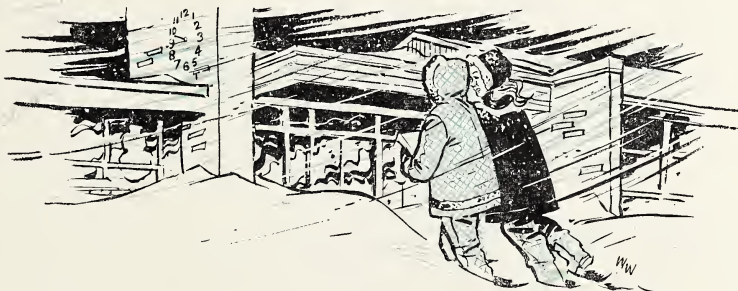
5. Answer these questions either **We are** or **We are not**.

- Are you at school today?
- Are you learning to spell?
- Are you going to play games after school?

6. Answer these questions. The answer is either **our school** or **our teacher**.

- Who teaches you spelling?
- What school has a flag?
- What school has many books?

7.



Write a story about this picture. Why are the two girls late for school? How late are they? What will the teacher say?

## LOOK AT THESE WORDS AGAIN

to      could      on      their      think  
from      down      out      them      they  
my      grade      you      teacher      are  
our      Miss      saw      school      said

1. • Write the word that begins like **things**.
  - Write three words that begin with **the**.
  - Write all the words that have only two letters.
  - Write all the words that have just four letters.
  - Write all the words that begin with **s**.

## 2. Some riddles

- I am a building. I have many children coming to me. What am I?
- I help children to learn. Who am I?
- You write me in front of a lady's name. What word am I?
- When you write me backwards I look like this —WAS. What word am I?

## 3. Write sentences telling

- what school you go to.
- who your teacher is.
- what you think about school.



## SUGGESTIONS FOR TEACHERS, UNIT 24

### Teaching the Words

Since this is a review unit all the words have already been presented at least once, and some of them have been taught two and three times. Accordingly, in order to maintain interest, try to group the words differently. For example, draw attention to the three different sounds represented by *ou* in *could*, *you*, *out* and *our*. Have the children select the short words and the long words (Ex. 1), those that begin with single consonants and double consonants, those that begin with vowel sounds. Note the words that indicate possession: *my*, *our*, *their*. DO NOT TRY TO PRESENT EVERYTHING IN ONE LESSON.

### Doing the Exercises

The exercises should be assigned only to those children who cannot already spell all the words. Those who are word perfect in the review may be required to do the work for good spellers, or may be allowed free time for reading or writing.

Ex. 1: think; their, them, they; to, my, on; from, Miss, down, them, they, said; school, saw, said.

Ex. 2: school, teacher, Miss, saw.

Ex. 4: They all sound different.

### Extra Help Exercises:

1. down; our, out.
2. they, them.
3. s[āi]d
4. my, school, our, saw, Miss, think, them.

### FOR GOOD SPELLERS

1. could.
2. teach, each, tea, ache, her; hat, the, at, reach, tear, hear, ear, cheat, eat, heat, heart, art, rat, tar, are, hare, etc.
3. are, could, down, from, grade; grade, my, our, said, to.
5. my mother's house, Bill's train.
6. laughed, cried, shouted, screamed, giggled, chuckled, grunted, groaned, grumbled, whispered, mumbled, etc.

### WORDS REPEATED FROM PREVIOUS REVIEW UNITS:

could (18), out (12,18), saw (6), to (6)



## FOR TEACHERS ONLY

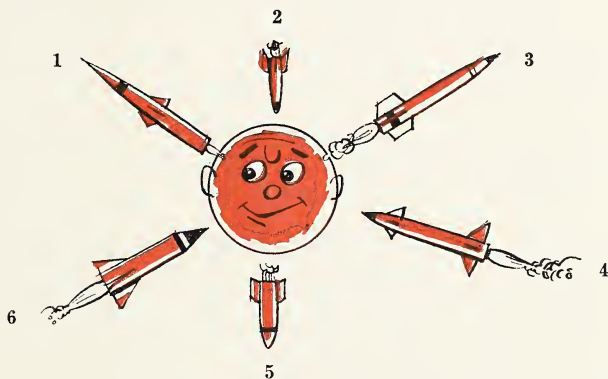
Words sometimes undergo curious changes in meaning. However, these changes tell us something of the people who used the words. *School*, for example, comes from a Greek word which meant *leisure*. In the not-too-distant past only men of leisure could indulge in learning, and schooling was a pursuit of the upper classes who had leisure. Now, of course, we, the teachers, believe that the school is the last place for leisure. Nevertheless, the meaning may be fulfilling a cycle. One of the functions of the school today is to provide men with resources to enjoy the new leisure which automation may bestow upon them.

*Down* is another curious example of development of meaning. As an adverb and more recently a preposition, it is a clipped form of *adown*, that is, *from the down or hill*. *Down* is still used as a noun meaning *hill*, although it is more common in England than on this continent, and *dune*, another form of the same word, is in good use meaning a *hill* of a certain kind. So the adverb *down* as used in the sentences *Come down from the hill* and *The house was down in the valley* is really redundant: the phrases *from the hill* and *in the valley* are repeating an idea already expressed in *down*.

4. • Write **you**, **could**, and **out**. Draw a line under the two letters which are the same in these three words. What do you notice about the sound of the letters you have underlined?
- Write another word in the list beginning with **ou**.
5. The word **their** is a short way of saying **belonging to them**. Write in a short way:
- a car belonging to them
  - a cow belonging to them
6. Use **they** or **them** instead of the names of the children in this story. Write the new story.

Bill and Jim have a little dog. Bill and Jim play with him. He plays with Bill and Jim. He runs after Bill and Jim.

7.



Write the numbers 1 to 6. Beside the number of each rocket going **to** the moon write **to**. Beside the number of each rocket coming **from** the moon write **from**.

## Extra Help

1. • Write the word that has **ow** sounding like **ow** in **cow**.
  - Write the words that have **ou** sounding like **ou** in **house**.
  - Write **could** and **you** without looking at the book or the words you have written before. Check to be sure you have spelled **could** and **you** correctly.
2. • Write **their**. Under **their** write the words that begin with the same sound.
  - Add **th** to **ink**. Say the word to yourself. Write **think** again.
  - Write **teach**. Add **er**. Write **teacher** again.
3. • Write **said**. Draw a box around the letters that spell the **short e** sound.
4. From the list write the words that rhyme with **by, kiss, cool, sink, flour, stem, paw**.
5. Draw this picture. On the arrows write **to, from,** or **down** to show which way they are going.



6. Write all the grades in your school. Like this:  
**grade one, grade two.**

## For Good Spellers

### 1. Fun with words

- Write the first letter of each of these words: could, **our**, **us**, little, **dear**. What word have you spelled?
- Make words from the first letters of words which you pick from the spelling lists. Here is another example: **d**own, **o**n, **w**hite, **n**ot.

2. Without changing the order of the letters write five words you can find in **teacher**. Write the words you can make when you mix up the letters.

3. Write these words in the order of the alphabet.

- down are grade could from
- our my to said grade

4. **My** means **belonging to me**. Write what each of these words means:

our                      his                      your                      their

5. Write in a short way:

- a house belonging to my mother.
- a train belonging to Bill.

6. See how many words you could use instead of **said** in this sentence: "**I am coming**," **he said**. Try **laughed** and **cried** and any other words you can think of.

came  
grade  
made  
name  
away  
play  
lay  
day  
may

## LONG A



Say these words. What sound do they all have?

Often when you hear a **long a** sound between two consonant sounds, the word is spelled with **e** at the end. Often when a word ends in a **long a** sound, it is spelled with **ay** at the end.

1. Here are two houses.



Write the words from the list that belong in the **silent e** house.

Write the words that belong in the **ay** house.

2. • Add **s** to these words to make them say **more than one**:    **grade**    **name**    **day**
- Write **away**. Draw circles around the little words you find in **away**.

## SUGGESTIONS FOR TEACHERS, UNIT 25

### Introducing the Words

Use the introduction in the pupils' text. You may wish to use words other than those in the text to establish or to reinforce the principle: cake, rake, sale, pale, lane, late, rate, pane, cane, hate, mate, race, face, lame, game, cape. Additional *ay* words are: bay, way, say, gay, hay, jay, may (an extra word in this unit), ray, gray, pray, stay, clay. Give considerable practice before expecting the children to generalize the principle. Do not complicate the learning by introducing other spelling rules, but stress the fact that the generalizations do not always work. If you ask children for words to bear out the rule, for example, you are as likely to get *rain, brain, pail, pain, mail, sail* which are just as common as *pale, pane, male, and sale*. Notice that the pupils' text says only "often when you hear a *long a* sound . . . the word is spelled with *e* at the end."

### Doing the Exercises

Ex. 2: away Ex. 4: Be sure children understand what is expected of them. Illustrate orally and on board with 1. four, 2. Dick, 3. five, 4 Betty.

Ex. 5: Additional examples of this kind are:  
*at, cap, pal, mat, tam, tap, mad, dam.*

### Testing and Re-teaching

Change the order of the words when dictating them: name, away, lay, grade, etc., so that pupils do not expect a series of words with the same spelling pattern.

If errors are due to misunderstanding of the principle of the long vowel, recapitulate. Write *made* on the board. What does it say? Erase the *e*. What does it say now? Add the *e* again. What happens to the sound? Ask pupils to write *mad* and *made*. Do the same with *hat* and *hate*, *rat* and *rate*.

Set aside a corner of the board, or a large sheet of paper, for a growing collection of long *a* words of the two kinds presented in this unit. Add to the list whenever one of these words is encountered in reading or language exercises.

### FOR POOR SPELLERS

1. Make *a* in each of these words say its own name by adding *e* to the end of the word.

mad      at      mat      cap

Say the new words to yourself.

2. ● Write *name, made, came, grade*.  
● Draw a ring around the long *a* in each word.  
● Draw a line under the silent *e*.



3. ● Write the words in the list that rhyme with *say*.  
 ● Write a question using *play*.
4. Here are two boxes. Put the words into their correct boxes.  
     say      name      take      today      gray      sale  
     grade      away      made      lay      play      came

ending in a y

ending in silent e

5. ● Write *came*. Change the *m* to *g*, *s*, *n*. What words have you?  
 ● Write *grade*. Change the *d* to *p*, *v*. What new words have you?
6. *For Fun*  
     p + lay =                                  play — p =  
     grade + s =                                play — l =  
     a + way =                                  mad + e =

## FOR GOOD SPELLERS

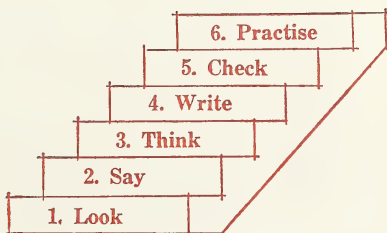
1. ● Write *may*. Use it in a question asking your mother if you may go somewhere for her.  
 ● If you write *May* with a capital letter it may be the name of a month of the year. Write *May*.  
 ● What month comes before May? What month comes after May? Learn how to spell the names of these months if you are not sure of them.
2. Look at *sleigh*. What letters spell the long *a* sound in *sleigh*? Write any other words you know or can find that spell the long *a* sound *eigh*. (A clue—8)
3. *Ay* has a long *a* sound. What sound has *oy*? Make a list of all the *oy* words you know. Find and write a word that ends in *ey* and another that ends in *uy*. (they, buy)
4. Add silent *e* to pin, kit, hop, fin, rip, tub, slop.  
 What happens to the vowel sound in each word?

**MOST COMMONLY MISSPELLED WORDS:** day (5), grade (23), name, play (8)

3. • Make new words by taking the **c** off **came**, and putting on each of **s**, **l**, and **g** in turn.
  - Make new **ay** words by putting **w**, **st**, **gr**, **pr** in front of **ay**.
  - Find and write other **ay** words you have learned in your spelling.
  - Find and write other words you have learned that have a **long a** sound and end in **silent e**. Like **take** and **make**.
4. Write the numbers 1 to 6. If the word is a **name**, write **name** after its number. If it is a **grade**, write **grade** after its number. Like this: **1. grade**

1. one	2. Miss May	3. two
4. Bill	5. Miss Black	6. three
5. Say these words: **hat, can, rat, pan**.  
 What is the vowel sound in each one?  
 Now write the words, adding **e** at the end of each one. What sound of **a** do you hear now? What has the **e** done to the vowel sound?
6. Remember the six steps in learning to spell a word correctly.

Study each word of this unit the same way.



people every father one  
children many two went  
some there



1. Write the words from the list that you can find pictured above.
2. • Write **people**. How many vowels do you see in **people**? How many do you hear? Draw a ring around the vowel that you can hear.  
• Write **there**. Draw a box around the letter that is silent.  
• Write the word that has the same sound as **th** in **there**.  
• Write **many**. Take the **m** away. What word have you now?
3. Write the numbers 1 to 4. If the thing happens every day, write **every day** after the number. If it does not happen every day, write **sometimes** after the number.

Like this: **every day, sometimes**

1. The sun rises.
2. It is cold outside.
3. I wash myself.
4. I go to the show.

## SUGGESTIONS FOR TEACHERS, UNIT 26

### Teaching the Words

Although the words in this unit are not closely related in their spelling it is possible to select common phonic elements: e.g., the final silent *e* in *people*, *one*, *some*, *there*; the *th* in *there* and *father*; the final *y* in *many*, *every*. There is also a possible grouping according to meaning: *father*, *children*, *people*; *one*, *two*, *some*, *many*; *every*, *some*. These relationships are exploited in the exercises so that the latter can be used as teaching elements. A story can also be derived from the picture. You may wish to use Ex. 7 as an introduction to the unit instead of the culmination.

### Doing the Exercises

Discuss Ex. 3 with your pupils before expecting them to do it for themselves. Illustrate if necessary with further examples; e.g., It is raining . . . (sometimes). It gets dark at night . . . (every day). Ex. 7 should be taken as an oral class activity before children are expected to write stories of their own. The slowest groups should probably not attempt individual stories at all, but should produce a group effort in the form of a chart. Brighter children may wish to describe exciting moments at a hockey game which they themselves have experienced.

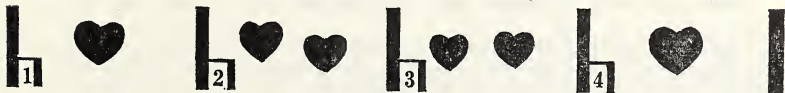
### Testing and Re-teaching

This unit has some very difficult words. *People*, for example, proves a stumbling-block for children throughout school. Try for mastery, but do not hold up progress because a few children fail to spell all words correctly. Be sure that errors in spelling *every* are not errors in writing. Some of your pupils may need more practice in writing *v*, and especially the combination *ve*, and in writing *wo* and *we*. You may find it useful to test these letter combinations early in the unit, and to practise them if necessary.

Try to vary the re-teaching. Draw attention to the "up and down" shape of *people*. Note that *one* and *went* sound the same at the beginning but are spelled quite differently.

### FOR POOR SPELLERS

1. Write *people*. How many *p*'s in *people*? How many *e*'s? How many *p*'s do you hear? How many *e*'s do you hear?
2. How many hearts do you see on each of these pictures?



3. Look at these pictures. If every child is holding a flag, write *every child* after the number. If only some children are holding flags, write *some children* after the number.



4. If there are dots on the card write *There are*. If there are not dots on the card write *There are not*.



5. ● Write *many* and *went*. Draw a ring around the letter that spells the short *e* sound in each word.  
● Write *father*. How many vowels do you hear in *father*? Draw a line under the vowels.

## FOR GOOD SPELLERS

1. You probably know the skipping verse that begins

Soldier, sailor,  
"Tinker, tailor . . .

These are names of people who do things. Make a list of more people who do things. Like this: *farmer, policeman*.

2. ● *Many people* means *a lot of people*. What words would you use to mean *a lot of money*? (much money)  
● *Few people* means *not many people*. How would you say *not much money*? (little money)
3. There are words which sound exactly like *two*, *there*, but are spelled differently. Write them. Show by using them that you know what they mean.
4. Pretend you are a hockey stick and write a story about a hockey game in which you are used.

**MOST COMMONLY MISSPELLED WORDS:** children (11), every, father (11), many, one (7), people, some, there, two (7)



3. • Look at these sentences:  
I **have** a good teacher.  
Jim **has** a good teacher.

Now write **have** or **has** with these words:

I      You      We      Jim      Betty

- Look at this sentence: I **had** a good time.  
Now write **had** with these words:

Jim      Our grade      My teacher

4. • Write **how**. Write two questions that begin with **How**.  
• Write **get**. Put another **t** on **get**, and add **ing**. Say **getting**.  
• What must you do before adding **ing** to **let** and **pet**? Add **ing** to **let** and **pet**. Say the new words.

5. Write **her** in front of those things that belong to a girl.

Write **his** in front of those things that belong to a boy.

gun      doll      cowboy hat      doll's dishes

6. Pretend you are this boy going away for a holiday. Write a story about your trip. Tell where you are going and how you will get there.





look  
book  
took  
room  
school  
too  
from  
them


- Say **look book took**


What sounds the same in these three words?

- Now say **room school too**

What sound has **oo** now in these words?

**oo** spells two different sounds.

When you say **ROOM**, you make your mouth round. Like this: 

When you say **LOOK**, you pull your lips back. Like this: 

1. • Write **look**. Make four other words by changing the first letter of **look**.
  - Write a word you have already studied that has the same sound for **oo**. It begins with **g**.
  - Make new words by adding **ed** and **ing** to **look**.
2. • Write **room, school, too**. Draw a red line under **oo** in each word.
  - Add **s** to **room** and **school**.
  - Make a new word by putting **b** in front of **room**.

## Introducing the Unit

Many children will know alphabetical order. Some will have done some work on the alphabet in Unit 1. However, it is not necessary that all children master the information at this stage of their spelling development. Whether the children do or do not know alphabetical order you may still use the position of *g* and *h* to introduce the words in the unit, since the alphabet appears on the page for handy reference. With brighter children the material of the unit may be used for further alphabet and dictionary practice.

Have the children tell you that *had*, *has*, *have* all begin the same way, and all have a short *a* sound. Observant children may note that *have* is an exception to the generalization regarding the silent *e* (Unit 25). Only if they do, compare it (as an exception) with *gave* which follows the rule.

Introduce *his* and *her* through their meaning: his desk, her book. Have the children discover the long *e* in *here*. Note the resemblance of *how* to *cow* (Unit 2) and *now* (Unit 17).

Derive *go* from *goes*, drawing attention to *e*. From *go* derive *going*. Form *getting* from *get* (Unit 15, 21), noting *tt*. If your group is ready for the generalization, show them *letting*, *petting*, *sitting*, *hitting*, *running*, but do not attempt to have them learn a set rule.

Ex. 1: Slower children should work this orally first.

Ex. 2: has, have, had, having; have, her, her[e], goes, getting.

Ex. 3: Give oral practice and chalk-board practice before requiring all but the best pupils to complete this exercise.

## Testing and Re-teaching

Re-teaching techniques will depend on errors made by pupils; e.g. *getting*—if *t* is omitted, stress again the doubling of the *t* in *get*. Have pupils suggest what happens when *ing* is added to *put*, *set*, *pat*. If there is confusion between *his* and *has*, review the vowel sounds *i* and *a* and the letters which represent the sounds.

## FOR POOR SPELLERS

1. ● Write the word that rhymes with *no*.
  - Add *ing* to *go*.
  - Write *goes*. Draw a box around *go*. Draw a line under *es*.
2. ● Write the word that rhymes with *pet*.
  - Write *getting*. Draw a ring around *get*. Draw a line under the two *t*'s.

3. Father and Mother mark their towels like this. How could they mark their chairs? their hairbrushes?



4. ● Write the words that begin with *ha*.  
●  $h + is =$                        $h + as =$   
● Write *have*. Draw a line under the letter you can't hear.
5. "How now, brown cow!" In these words pick out the sound you hear in *how*. Draw a line under it. Write *how*. Change the *h* to *n* and *c*.

## FOR GOOD SPELLERS

- Write all the *ha* words in alphabetical order.  
● Write *his, her, here, how*, in alphabetical order.  
● Write *goes, going, go* in alphabetical order.
- When you meet people, you might say "How do you do?" How else might you greet them? (Hello, How are you? Good morning, Good afternoon.)
- Write all the words you can find that begin with *he*. Be sure to spell them correctly. (he, her, hers, here, hear, heart, heaven, heavy, head, heel, help, etc.)
- Add *ing* to *run, swim, cook, fit, fan, wet, hit*.  
Add *ing* to *have, live, give*.
- Here are some rhyming words for *goes*. Notice how they are spelled. Write them correctly.

rose

rows

froze

See how many more rhyming words you can find for *goes*. (blows, crows, toes, hoes, hose, doze, etc.)

6. *Now* and *then* are often used together with *and* between them. Think of another pair of words which are usually used together with *and* between them. (now and then, bread and butter, up and down, open and shut, work and play, etc.)

**MOST COMMONLY MISSPELLED WORDS:** getting, goes, had (9), has (9), have (5), her, here, his (10), how

3. • Look at these sentences:  
I **have** a good teacher.  
Jim **has** a good teacher.

Now write **have** or **has** with these words:

I      You      We      Jim      Betty

- Look at this sentence: I **had** a good time.  
Now write **had** with these words:

Jim      Our grade      My teacher

4. • Write **how**. Write two questions that begin with **How**.  
• Write **get**. Put another **t** on **get**, and add **ing**. Say **getting**.  
• What must you do before adding **ing** to **let** and **pet**? Add **ing** to **let** and **pet**. Say the new words.

5. Write **her** in front of those things that belong to a girl.

Write **his** in front of those things that belong to a boy.

gun      doll      cowboy hat      doll's dishes

6. Pretend you are this boy going away for a holiday. Write a story about your trip. Tell where you are going and how you will get there.



look  
book  
took  
room  
school  
too  
from  
them


- Say **look book took**


What sounds the same in these three words?

- Now say **room school too**

What sound has **oo** now in these words?

**oo** spells two different sounds.

When you say **ROOM**, you make your mouth round. Like this: 

When you say **LOOK**, you pull your lips back. Like this: 

1. • Write **look**. Make four other words by changing the first letter of **look**.
  - Write a word you have already studied that has the same sound for **oo**. It begins with **g**.
  - Make new words by adding **ed** and **ing** to **look**.
2. • Write **room, school, too**. Draw a red line under **oo** in each word.
  - Add **s** to **room** and **school**.
  - Make a new word by putting **b** in front of **room**.



## SUGGESTIONS FOR TEACHERS, UNIT 28

### Teaching the Unit

Follow the suggestions in the pupils' text for differentiating between the two sounds of *oo*. Have pupils feel the difference in the shape of their lips as they say the two sounds.

Ex. 1: *good* has the same *oo* sound as *book*.

Ex. 3: Discuss orally before assigning. Note two meanings of *too*. Avoid the complication of the homonyms *two* and *to*. If some bright children introduce it, give them examples of correct usage, but do not drill for mastery as yet.

Ex. 6: The dog took the book. The little girl is looking at them. — Accept the pupils' answers for the last question. Encourage variety.

### Additional Practice in the Sounds

To be used if required:

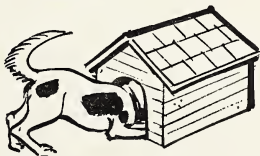
*oo* as in *book*: crook, cook, good, hook, hood, nook, stood, wood.

*oo* as in *school*: broom, boom, cool, too, tooth, food, loop, pool, fool, soon, spool, stool, mood.

(NOT blood, flood.)

### FOR POOR SPELLERS

1.
  - Write *look*.
  - Write the two words that rhyme with *look*.
  - Change the *l* in *look* to *c* and *h*. Say the new words to yourself. Write: *The cook took a look at the cook book*. It's fun to say this sentence, isn't it?
2.
  - Write *room*. Say the sound of *oo* in *room*. Now say the sound of *oo* in *look*. Notice how different your lips are for the two sounds.
  - Write two other words that have the same sound as *room*.
  - Write *school*. Take away the *sch*. What have you left? Now put *st* in front of *ool*. Say the new word. Put *sp* in front of *ool*. Say the new word.
  - Write *I saw the school too*. Draw a line under the two words that have the same vowel sound.
- 3.



Use *too big* to finish the stories in these sentences.

- The car is \_\_\_\_\_ for the garage.
- The dog is \_\_\_\_\_ for his house.
- The fish is \_\_\_\_\_ for his bowl.



4. Finish these sentences. Write either *to them* or *from them*.
  - Jim gave the books
  - He took the kitten
  - He gave the bag
  - He took the baby
5. ● Write *oo*, and under it write *look* and the words that have the same *oo* sound as *look*.
  - Write *oo*, and under it write *too* and the words that have the same *oo* sound as *too*.

## FOR GOOD SPELLERS

1. See how many words you can make by:
  - changing the first letter of *look*. (cook, hook, nook, rook, took)
  - adding letters to the end of *too*. (tooth, took, tool)
  - taking off the last letter of *room* and adding one or more letters. (roof, root, roost, rooster)
2. Start a list of words that have the same *oo* sound as *room*. Add to the list whenever you find another word with the same *oo* sound. Here are a few words to learn for your list: tooth, soon, noon, food.
3. ● Write a word beginning with each letter of *FROM*. Like this: four, run, out, man.
  - Write a word beginning with each letter of *THEM*.
4. Draw a picture of a school. Print **SCHOOL** on it. Show children going to and from it. Write a story about your picture.
5. Finish this set of words:

### *Yesterday*

I saw  
I took  
I  
I stood

### *Today*

I see  
I  
I look  
I

**MOST COMMONLY MISSPELLED WORDS:** from (19), school (23), them (22), too

3. • Write **too**. Look at these sentences:  
Jim has a toy train. I have a toy train **too**.  
My train is **too** big to bring to school.
- Write sentences using **too old too long**.
  - Write a sentence using **too** in a different way.
4. Draw this picture. Write **from them** on the arrows pointing away from the balls. Write **to them** on the arrows pointing to the balls.

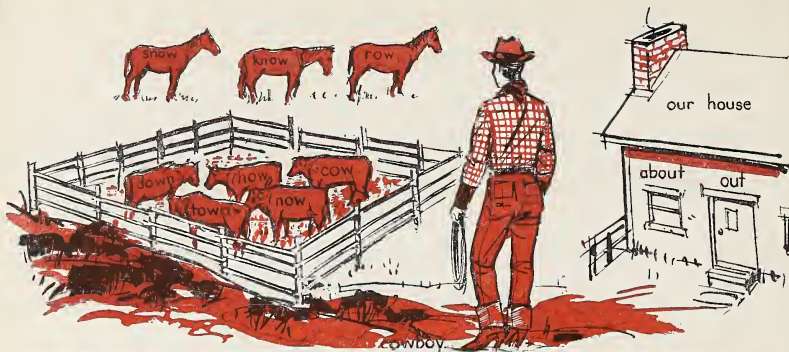


5. • What three words end in **m**?  
• What three words end in **k**?  
• Write **from**. Take the **m** off and add **g**. What word have you? Take the **m** off and add **st**.
6. • What word have you now?



Write answers to these questions:

- Who took the book from the boys?
- Who is looking at them?
- What will the dog do with the book?



down

know

house

town

snow

out

how

cowboy

our

now

about

The cowboy is having a hard time rounding up the words in this unit. It's no wonder!

Say **cow** and **our**. What do you notice about the vowel sound in these two words?

How is the vowel sound spelled in **cow**? How is it spelled in **our**?

Now say **snow**. What vowel sound do you hear in **snow**? What letters spell this sound?

**ow** sometimes spells **long o**, as in **snow**.  
**ow** sometimes spells the sound you hear  
 in **cow**.

## Teaching the Unit

Follow the suggestions in the pupils' text for differentiating between the two sounds of *oo*. Have pupils feel the difference in the shape of their lips as they say the two sounds.

Ex. 1: *good* has the same *oo* sound as *book*.

Ex. 3: Discuss orally before assigning. Note two meanings of *too*. Avoid the complication of the homonyms *two* and *to*. If some bright children introduce it, give them examples of correct usage, but do not drill for mastery as yet.

Ex. 6: The dog took the book. The little girl is looking at them. — Accept the pupils' answers for the last question. Encourage variety.

## Additional Practice in the Sounds

To be used if required:

*oo* as in *book*: crook, cook, good, hook, hood, nook, stood, wood.

*oo* as in *school*: broom, boom, cool, too, tooth, food, loop, pool, fool, soon, spool, stool, mood.

(NOT blood, flood.)

## FOR POOR SPELLERS

1. ● Write *look*.  
 ● Write the two words that rhyme with *look*.  
 ● Change the *l* in *look* to *c* and *h*. Say the new words to yourself. Write: *The cook took a look at the cook book*. It's fun to say this sentence, isn't it?
2. ● Write *room*. Say the sound of *oo* in *room*. Now say the sound of *oo* in *look*. Notice how different your lips are for the two sounds.  
 ● Write two other words that have the same sound as *room*.  
 ● Write *school*. Take away the *sch*. What have you left? Now put *st* in front of *ool*. Say the new word. Put *sp* in front of *ool*. Say the new word.  
 ● Write *I saw the school too*. Draw a line under the two words that have the same vowel sound.
- 3.



Use *too big* to finish the stories in these sentences.

- The car is \_\_\_\_\_ for the garage.
- The dog is \_\_\_\_\_ for his house.
- The fish is \_\_\_\_\_ for his bowl.

4. Finish these sentences. Write either *to them* or *from them*.
- Jim gave the books
  - He took the kitten
  - He gave the bag
  - He took the baby
5. ● Write *oo*, and under it write *look* and the words that have the same *oo* sound as *look*.
- Write *oo*, and under it write *too* and the words that have the same *oo* sound as *too*.

## FOR GOOD SPELLERS

1. See how many words you can make by:
- changing the first letter of *look*. (cook, hook, nook, rook, took)
  - adding letters to the end of *too*. (tooth, took, tool)
  - taking off the last letter of *room* and adding one or more letters. (roof, root, roost, rooster)
2. Start a list of words that have the same *oo* sound as *room*. Add to the list whenever you find another word with the same *oo* sound. Here are a few words to learn for your list: tooth, soon, noon, food.
3. ● Write a word beginning with each letter of *FROM*. Like this: four, run, out, man.
- Write a word beginning with each letter of *THEM*.
4. Draw a picture of a school. Print **SCHOOL** on it. Show children going to and from it. Write a story about your picture.
5. Finish this set of words:

### *Yesterday*

I saw  
I took  
I  
I stood

### *Today*

I see  
I  
I look  
I

**MOST COMMONLY MISSPELLED WORDS:** from (19), school (23), them (22), too



1. Draw a frame like this. Draw the lines down half a page.

cow	row	house

- Under **cow** write all the **ow** words like **cow**.
- Under **row** write all the **ow** words like **snow**.
- Under **house** write all the **ou** words like **our**.

## 2. Making new words

- Write **snow**. Write **gr**, **bl**, and **sh** instead of **sn**. Put the words where they belong in the frame above.
- Write **house**. Change the **h** to **m**. Put this new word where it belongs.
- Write **ow**. Put **gr** in front of it and add **l** to the end. Say the new word. Put it where it belongs.
- Write **town**. Change the **t** to **cr**. Write the new word where it belongs.

3. • Look at **know** and **now**. Say **ow** in **know**. Say **ow** in **now**. What do you notice about these two **ow** sounds? What is the sound of **ow** in **know**?
- Write **know**. Circle the letter you do not say or hear.

4. Write four sets of rhyming words from the list. Like this: **town**, **down**.



## LOOK AT THESE WORDS AGAIN

have	people	here	getting
name	every	her	there
about	children	his	many
has	now	goes	school
know	how	too	house

1. Write the numbers of the pictures. After each number write what you see in the picture.

Use words from the list. Like this: 1. many people, children



2. Answer each question with a sentence beginning **There are** or **There is**.

- How many children are there in Picture 2?
- How many mothers are there in your house?
- How many houses are there in Picture 3?

## SUGGESTIONS FOR TEACHERS, UNIT 30

### Teaching the Words

You will know best which of these 20 words need special attention from your pupils. For your particular situation select the exercises which give practice in spelling those words. It is not necessary to re-teach words which a pre-test shows are already thoroughly known.

With a bright group of good spellers it is possible to introduce all the words you want to teach in one lesson. For slower children you will want to break the list into two parts or more. It is suggested that you teach the following words first, in order to be able to use the first exercises immediately: *people, children, house, school, name, how, many, there, have.*

Both *how* and *many* have previously been taught separately. This unit pairs them in the common combination *how many* (Ex. 2, 3, 4).

In presenting the words which your group needs, approach them as if they were new to the children. Have the children give you again any peculiarities of spelling; e.g., the silent letters in *school* and *know*, the *a* in *many*. Note that *ch* in *school* and *Christmas* have the same pronunciation. If *here* and *there* appear close together on the board some youngster may notice that there is an inconsistency in the spelling of *there*—the silent *e* does not make the internal *e* long. Otherwise do not draw attention to this exception, nor to the irregularity in the spelling of *have*. Do draw attention to the difference between *know* and *now*.

### Doing the Exercises

Ex. 1: *people* or *many people*; *children, those children, or some children*; *his* or *her house*. Ex. 5: *Children, goes, many, every, getting, about*. Ex. 6: Words with silent *e*: *have, name, people, house, there, here*. Ex. 7: *school, too, house, now*.

Ex. 8: should be discussed first. Compile the ideas suggested by the children, and have the children select the most suitable for a class composition. Slower groups will be satisfied with a class effort. Brighter children should write their own little stories. Expect only two, three, or four well-written sentences in individual compositions. Supply words which the children need but do not know how to spell.

### Testing and Re-teaching

All the children should write a second test, including those who have been excused from the teaching period. Use "Extra Help" exercises for re-teaching. It may be necessary to re-teach and test two or three times before you are satisfied that most of the children have mastered all the words.

**WORDS REPEATED FROM PREVIOUS REVIEW UNITS:**  
children (12, 18), father (12), has (12), have (6), his (12), house (18), school (24)

### FOR TEACHERS ONLY

The primary meaning of *get* is *acquire, obtain, procure*. But over the centuries its meaning has become so generalized that even a small dictionary such as the Concise Oxford lists more than a full page of uses. Many of these pair *get* with a particle, once adverbial, but now clearly part of the verb: *get up, get down, get off, get through, get back, get on* (with one's business), *get around*. Some of the uses are still colloquial to the point of slang and are avoided in formal speech and writing — *get along with you, get going, get a move on*; but others are part of the accepted currency of the literary language: *get out of one's depth, get under way, get one's feet wet, get angry*. *Get angry* is an example of *get* used as a synonym for *become*, a common usage which can become too common, a lazy man's way of short-cutting both thought and speech.

*Become* itself has suffered the same fate that is rapidly overwhelming *get*. It once meant *arrive* and so *happen*. As its strength and clear meaning fade, other words take its place, *get* among them. *Grow* and *go*, for instance, are being used instead of the weakened *become*, as in *The man grew rich and fat; his hair went gray overnight*.

Intelligent, mature youngsters may be interested in investigating some of the uses of a word like *get*.

3. Write the questions which these sentences answer.

Begin the questions like this: **How many**

- I have three dolls.
- I have two toy trains.
- I have one cowboy hat.

4. Answer these questions **I know** or **I do not know**.

- Do you know how many stars there are?
- Do you know who our Queen is?
- Do you know the name of your school?

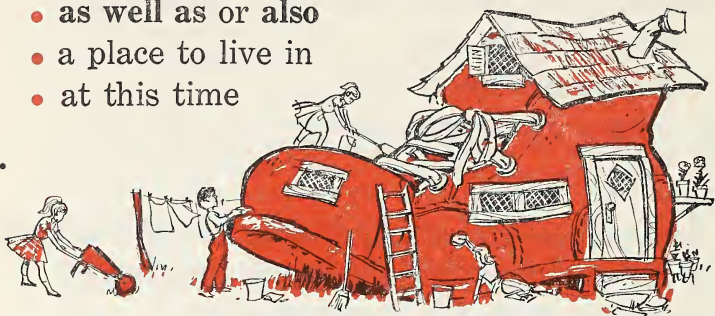
5. Write the words, **children, goes, many, every, getting, about**. Each of these words has a smaller word in it. Draw a line under each smaller word. Like this: children. Then write each big word again and the small word underneath it.

6. • Write all the words that end in **silent e**.
- Write all the words that begin with **h**.
  - Write **people, school, goes**. Draw a ring around the silent letters in these words.
  - Write the words that end in **y**.
  - Write two words that have the **oo** sound.
  - Write two words that have **ou** in them.
  - Write a word that has a **long a** sound.

7. Which words in the list mean . . . ?

- a place where you learn things
- **as well as** or **also**
- a place to live in
- at this time

8.



Write a story about this picture.

### Extra Help

1. • Write words that rhyme with **snow**, **cow**, **mouse**, **cool**.
  - What word do you get by changing **p** to **g** in **petting**?
  - Write **about**. Draw a ring around the part that spells **out**.
  - Write **people**. What letters are not sounded?
2. • Write **name**. Make new words by changing **n** to **g** and **s**.
  - Write **his**. Then write the other words which begin with the same letter.
  - Write the word that begins with **th**.



3. • Use **have** or **has** after each of these words:

I            You            He            She

• Use **go** or **goes** after each of these words:

I            He            We            She

4. On your paper write sentences beginning like this:

- |              |                 |
|--------------|-----------------|
| • Every day  | • Many children |
| • There goes | • About         |
| • How many   | • My school has |

### For Good Spellers

1. Some words seem to go together. Like this: **Now and then**. Write the words that seem to go with these:

come and	round and	here and
give and	now and	

2. Two other words you have learned sound the same as **too**. Write these words. Write a sentence showing how to use each word.

3. Write a word:

- that means **many people** and has **ow** in it.
- that sounds the same as **there** but is spelled differently.
- that is made by taking **m** away from **many**.
- that begins like **too**, ends like **school**, and is used to work with.



eat  
teacher  
read  
dear  
please  
all  
ball  
do  
work  
to  
seen

1. • Look at the **ea** words in this unit. Say the words. What sound does **ea** spell?
  - Write the **ea** words. Draw a ring around **ea** in each word.
  - If you were writing a letter to Billy you would begin the letter by writing **Dear Billy**. How would you begin a letter to Jim? To your teacher?
2. • Write the word **read** as often as you **read** it in this sentence.
  - Write **read** again. Make new words by adding **er** and **ing**.
3. Write polite sentences
  - asking your mother for something to eat.
  - asking your brother to play ball with you.

4. There is a large family of **all** words. Make as many **all** words as you can. Try putting these letters in front of **all**.

**b, t, h, f, c, w**

Say the words of the **all** family to yourself.

## SUGGESTIONS FOR TEACHERS, UNIT 31

### Teaching the Words

Since the word list consists mainly of words which have been taught before, it should not generally be necessary to spend as much time on them as on the words in Unit 32, for example. The principal value of Unit 31 is that it gives children help in using known words as a basis for spelling new words. The word *all* becomes the key to *ball, call, fall, hall, tall, wall, stall*. The *ea* combination spelling long *e* can be helpful in spelling not only the words in the list but many other words which have a long *e* sound. Other words in this category which may be used for illustration or enrichment are: *beat, clean, cream, dream, each, ear, easy, fear, heal, hear, heap, leaf, lean, leap, meal, mean, meat, near, neat, pea, peach, reach, reader, sea, tea, team*.

However, be careful not to leave the impression that *ea* is the only spelling for long *e*. The *ea* principle merely provides a clue—not a rule—and a core around which to cluster words of similar spelling and pronunciation. An occasional child may even want to know about *head* and *bread*, or question the two pronunciations of *read*. (Note that the work "For Good Spellers" exploits this possibility for brighter children.)

The unit should also be used for giving practice in adding the endings *s* and *ing*. The ending *s* may be added to *eat, read, work, please* (*es* to *teach* for better spellers), and the nouns *teacher* and *ball*. The ending *ing* may be added to *do, eat, read, and work*. Do not develop *pleasing* as it introduces the difficulty of dropping the *e* before *ing*.

### The Exercises

Exercises that require sentence answers should be thoroughly discussed with the class before pupils are expected to write them. Ex. 2 provides an exercise in following directions; *read* occurs twice in the directions, so pupils should write it twice. Fun With Words For Good Spellers: *eat, teacher, please, eat; see, leap, pal, as, ease, etc.*

Discuss the picture thoroughly before asking children to do Ex. 6. Elicit ideas from them.

### FOR POOR SPELLERS

1. ● Write *ball*. Draw a ring around *all*.  
● Write *do*. Add *ing* to *do*.
2. ● Write *ea* and *all* at the top of the page. Under *ea* write all the words with *ea*. Under *all* write all the *all* words.  
● Write *eat*. Add *ing* and *s* to *eat*. Draw a ring around *ea* in these words.  
● Write *teacher*. Draw a ring around *each*. Draw a line under *teach*. Now write *teacher* again.

3. ● Write *please*. Write the two letters that *please* begins with. Write another word you know that begins the same way.
  - Write *read*. Write a sentence telling Jim to read a story.
  - Write a polite sentence, using *please* and telling Jim to read his book.
4. ● Write *work*. The *o* does not sound as you might expect it to sound.
  - Answer these questions, using the word *work* in your answers: What work do you do at school? What work do you do at home? What work do you like best to do?

## FOR GOOD SPELLERS

1. The long *e* sound is spelled in a number of ways. One way is *ea*. How is long *e* spelled in the extra word *seen*?  
Make a list of all the words you know that spell long *e* by using *ea*, by using *ee* (seen, green, seed, feed, keen, peel, feel, sleep, creep, peep, etc.).
2. ● Look at *read*. It can be said two ways. Like this:  
*Read* the book. I have *read* the book.
  - What sound does *ea* spell in the second sentence? (short *e*)
  - Find and write other words where *ea* spells short *e*. (bread, head, spread, lead, weather)
4. *Cheap* is the opposite of *dear*. Write CHEAP and DEAR at the top of the page and under them write the names of five things that are *dear* to buy, and five things that are *cheap* to buy. Try to find the correct spelling of these words for yourself.
5. Write a story about the kind of work your mother or father does to earn a living.

**MOST COMMONLY MISSPELLED WORDS:** dear (13), please (8), teacher (23), to (5)

5. • Make new words from **work** by adding **s**, **ed**, **ing**.  
• Write a sentence using the word **working**.  
• Write two words that rhyme with **who**.
- 6.



Pretend you are the owner of the dog. What will the teacher do? What will you do?

## Fun With Words For Good Spellers

- The words in this puzzle are made by changing around the letters in some words in the spelling list. Find the words in the list:

tea  
cheer at

elapse  
ate

- See how many words you can make by using letters from the word **please**. Here is one word: **sleep**.

but	other	brother
much	mother	come
fun	love	some
us		

gun  
funny

1. ● Say **much** and **mother**.  
 ● Write **much** and **mother**.  
 ● Which letter spells the **short u** sound in **much**?  
 Which letter spells the **short u** sound in **mother**?

Sometimes the **short u** sound is spelled by the letter **u**, as in **but**.

Sometimes the **short u** sound is spelled by the letter **o** and a **silent e** after the consonant, as in **love**.

2. Write **much** and **mother** on your paper. Under **much** write all the words that spell the **short u** sound by using **u**. Under **mother** write all the words that spell the **short u** sound by using **o** and a **silent e** after the consonant.
3. Make long words beginning with **some** by adding **one**, **thing**, **time**.



### Introducing the Words

Follow the procedure suggested in the pupils' text. But first make sure that the children know what is meant by the short *u* sound, and can recognize it when they hear it. Practise listening to and saying these words: *drum, sun, fun, gun, cover, lump, bump, stump, rusty, run, glove, cut, tub, tumble, stuck, suck, custard, cub*. Intersperse words like *pot, Tom, stop, dot, doll*, to make sure children are distinguishing between the two vowel sounds.

The unit establishes the fact that there are at least two ways of representing the short *u* sound in writing. The letter *u* followed by a final consonant, or by two consonants when it occurs in the first syllable of a multi-syllable word, is the more common; but *o* followed by a single consonant and silent *e* or another vowel occurs in some frequently used English words. To the list in the text you may wish to add for the brighter children, or for purposes of illustration and enrichment, some of the following: *above, glove, cover, done, honey, lovely, one, once, shove, shovel, money. Comfort, front, monkey, money* and a few other words do not conform to the rule—if there is a recognizable rule. Note also the pronunciation of *move* and *prove* in case some observant youngster inquires about them.

### Doing the Exercises

Ex. 3: *Sometime* is sometimes written as two words. Ex. 6: You may wish to reserve this exercise for good spellers. In any event expect only three or four simple sentences. Supply words which children do not know how to spell. You may prefer to do the exercise as several group projects, allowing the girls to select one object, the boys another, or suggesting that each spelling group in your class select a different topic to be developed. In the group project, the teacher writes selected sentences which the children dictate and from which they select those to be included in the final draft of the story.

### Dictating the Words

Do not dictate the words in the order in which they appear in the spelling list. Intersperse the *u* words among the *o* words, e.g., come, love, run, other, etc.

### FOR POOR SPELLERS

1. ● Write *other*. Now write *br* in front of *other*. Write *m* in front of *other*.
  - Write *brother*. Draw a ring around *other*.
  - Write *love*. Change the *l* to *d* and *gl*. Say the new words.
2. ● Write *come*. Change the *c* to *s*.
  - Look at *something, someone, somebody*. What word is the first part of these long words?



- Write a note asking your friend to come to your house.
  - Write a note asking your teacher for some paper.
3. If the picture shows *much* of something, write *much* after the number. If it doesn't show much, write *not much*.



\_\_\_\_\_ ice cream    \_\_\_\_\_ milk    \_\_\_\_\_ fruit    \_\_\_\_\_ snow

4. ● Write the words that end in silent *e*.
- Write the words that begin with *m*.
  - Write the words that end in *er*.
  - Write the word that begins with two consonants.
  - Write the word that ends with two consonants.

### FOR GOOD SPELLERS

- Write *gun*. Find out how to spell the names of two or three kinds of guns. (rifle, revolver, pistol, cannon, etc.)
  - Write *funny*. Under *funny* write the names of some things that make you laugh; e.g., clowns.
2. Write *another*. What are the two words in *another*?
3. Here is another word with a short *u* sound: *enough*. Which letters in this word spell short *u*? (ou) Can you think of another word which spells the *uff* sound *o-u-g-h*? (rough, tough)
4. ● Write a word that rhymes with *love*.
- What word have you when you add *e* to *us*?
  - Write two words which begin with the same two letters as *brother*.

**MOST COMMONLY MISSPELLED WORDS:** brother (8), come (13), fun, mother (11), much, some (26), us

4. • Write **but**. Change **b** to each of **c** and **h**. Write the new words.  
• Write **fun**. Make new words by changing **f** to each of **g**, **s**, **r**, and **n**.  
• Write **much**. Change **m** to **s**. What new word will you write?
5. • Add **s** to **run**, **come**, **love**, **brother**.  
• Write words from the list which rhyme with
- gun                      come                      above  
                                 another                      bus

6.



Here are some things which are fun to make. Tell which one you would make if you could.

How would you make it? Where would you make it? Who would help you? What would you do with it? Call your story **Fun to Make**.

REMEMBER to read your story carefully to make sure you have spelled the words correctly.



## MORE SILENT E's

table      white      fine      here  
 name      write      like  
 store      time

Say these words to yourself. Do you hear a long or short vowel sound in each word?

Look at the words. What is the same in all of them? What does each word end with?

Sometimes people say that a **silent e** at the end of a word makes the vowel in the middle say its own name.

**write** — the **i** says its own name.  
**here** — the **e** says its own name.  
**name** — the **a** says its own name.

1. See whether the rule works with these words. Write each of them, add **e**, and say the new word.

us              can              bit  
 hat            not              at

2. Write **a e i o** across your paper. Under each vowel write the words that have its sound. Like this:

a	e	i	o
table	here	time	store

## SUGGESTIONS FOR TEACHERS, UNIT 33

### Teaching this Unit

This unit expands the principle that silent *e* at the end of a word makes the internal vowel long (see Unit 25). Follow the procedure suggested in the pupils' text. Be careful again to let the children know that this is not the only way to spell a long vowel sound. Compare, if you like, the *ea* words in Unit 31. If, in the reading programme, you have already taught the principle in a different fashion, then modify the presentation in the spelling text to bring it in line with the generalization taught earlier. IT IS IMPORTANT NOT TO CONFUSE CHILDREN BY GIVING THEM TWO VERSIONS OF THE SAME PRINCIPLE.

Other words to illustrate the effect of the final silent *e*: bathe, game, gate, shine, ripe, fire, hope, home, cute, tune, tube.

### Doing the Exercises

Ex. 2: table, name; here; white, write, fine, like, time; store. Ex. 3: white, table, store. Ex. 5: Discuss the picture and what the children see in it. Note the *tables*, the *name* of the *store*, the *fine* day with the sun shining. For the second part of Ex. 5, you may wish to dramatize the story, letting children act the roles they have selected for themselves. Let them tell their stories orally, in any event, before expecting them to write.

### An Additional Exercise—Riddles

- I am the opposite of black. What word am I? (*white*)
- People eat on me, and write on me. What am I? (*table*)
- I mean "right at this place" and not "over there". What word am I? (*here*)
- Everybody has two of me, and some people have more. No one can buy me at any store. What am I? (*name*)

### FOR POOR SPELLERS

1. ● Write *write*, *like* and *name*. Add *s* to each of these words.  
● Write a sentence telling which of your friends you like best.  
● Write a sentence telling what your name is.  
● Write a sentence telling whether there is a table in your room.
2. ● Write words from the list that rhyme with *crime*, *nine*, *kite*, *more*, *stable*.  
● Write *like*. Change the *l* to *h* and *str*. Say the new words.
3. Which of these words follow the rule that silent *e* at the end of a word makes the vowel long?  
home, nice, came, give, gave, there, grade, one, made, take, were, write.

4. ● Write the words you make by adding *e* to *fin*, *kit*, *win*, *tap*, *cut*, *pin*. Say the new words to yourself.
- Write *long i* and *short i* on your paper. Under *long i* write the long *i* words. Under *short i* write the short *i* words.

like lick fin fine white win kite

5. ● Write *able*. Make words by putting *t* and *st* in front of *able*.
- Write *ame*. See how many words you can make by putting letters in front of *ame*. Try *g*, *c*, *t*, *f*, and *l*.
- Write *ike*. See how many words you can find that belong to the *ike* family. (like, hike, bike, strike, dike)

## FOR GOOD SPELLERS

1. ● Write the names of as many different kinds of stores as you can. Like this: *drug store*, *department store*.
- Write the names of as many *white* things as you can. (snow, frost, milk, chalk, flour, lime, etc.)
- Write the names of as many kinds of tables as you can think of. (dining, TV, kitchen, end, writing, etc.)
2. If a day is not fine, what might it be?  
(cloudy, snowy, windy, stormy, cold, miserable, dark, rainy, etc.)
3. What time do you . . .
- get up in the morning?
  - go in to school?
  - go home for lunch?
  - go to bed?
- Spell the words correctly.
5. ● What can you do with a pencil? (write, print, draw)
- What can you do with a crayon? (write, print, draw, colour)
- What can you do with a brush? (paint, make pictures)
6. Write at the top of your paper:

Grocery Store      Dry Goods Store      Drug Store

Under each write five things you could buy there.

7. Pretend you work in a store. Write a story about something that happened to you in the store.

**MOST COMMONLY MISSPELLED WORDS:** fine, here (27), like, name (25), store (17), time (5), white (16), write



3. • Write **write**. Draw a box around each silent letter. Notice the **w** at the beginning of **write**.  
• Write three other words that have two consonants together.

4.



Look at the pictures. If you like what you see, write **I like this.** after the number of the picture. If you do not like it, write **I do not like this.** after the number.

5.

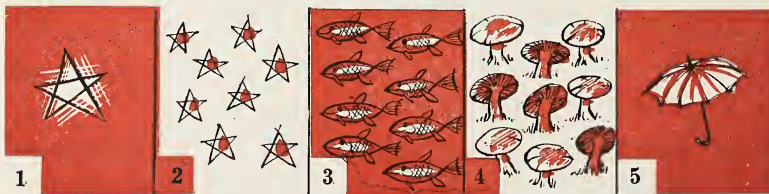


- Write all the words from the list you could use in telling what is in the picture.
- Pretend you are one of the people in the picture. Write a story about what is happening to you.



yes baby happy many very  
your daddy pretty every story

1. • Two words begin with **y**. Write them.
  - What sound do you hear at the end of all the other words? What letter spells the sound?
  - Write all the words that end in **y**.
  
2. • Write **baby, happy, pretty, many, your**. After each word write the number of vowel sounds you hear. Like this: **baby, two**.
  - Write the three words that have double letters. Draw a box around the double letters in each word.
  
3. If there is one thing in the picture, write **one** after the number. If there are many things in the picture, write **many** after the number. Like this:  
1. one 2. many.



## Teaching the Words

Two words in this unit begin with *y*, the others end in *y*. The sound of *y* at the end of a two-syllable word is often described as short *i*. Actually it is something between short *i* and long *e*.

You may wish to introduce the words in the context of the picture on p. 83, using the questions in Ex. 6. Or you may prefer in the first teaching to call attention to the short *y* at the end of the eight words. You may contrast this use of *y* with *y* at the end of a one-syllable word, e.g., *my* and *by* (Unit 20). *My* and *by* have the long *i* sound; *baby*, *daddy*, etc., have a *short* vowel sound, that is, the short *i*—long *e* sound.

*Yes* and *your* begin with *y*. The *y* in these words has a slightly different sound. Obtain from the children other words which begin with the letter *y*: *you*, *yesterday*, *yellow*, *yell*, *year*, *yard*. The words are few but in common use. Get from your pupils additional words that end in *y*: *lady*, *city*, *early*, *silly*, *any*, *body*, *Billy*, *Mary*, *nearly*, *terribly*, etc.

The exercises are straightforward and should present no difficulty. Make sure before assigning Ex. 2 that the children know what is meant by vowel sounds. Practise with these and other words so that pupils are able without difficulty to tell you how many vowel sounds they hear in a word. Ex. 5: Some children may have difficulty understanding that *belonging to you* means *your*.

You may wish to reserve some of the exercises for the re-teaching period. Ex. 2 and 6 would serve this purpose if you so decide. Also use the exercises for poor spellers.

## FOR POOR SPELLERS

1. ● Write *pretty baby*, *happy story*, *your daddy*.  
● Write a sentence using each of these.
2. ● Write the two words that have a short *a* sound.  
Write a word in which *e* has a short *i* sound.  
● Write the word where *a* has a short *e* sound.  
● Write the word where *ou* has a long *u* sound.  
● Write the two words that begin with two consonants together.  
● Write the word that begins with *v*.  
● Write the word that adds *e* at the beginning of *very*. Say this word to yourself.
3. ● You can say *many houses*. You can also say *every house*.  
Write *every* or *many* in front of these words.

boy	boys	store	stores	baby	tables
		story	names		

4. ● Write *my* in front of everything you have, and *your* in front of anything your teacher might have. Like this: *my toy, your table*  
                                   toy      table      car      house      white hat
5. ● Write *yes* after the number of every sentence that is true.
  1. Does the sun rise in the morning?
  2. Does the sun set at night?
  3. Do you eat breakfast in the morning?
  4. Do you eat breakfast at night?
6. *Having Fun with Words*
  - Write *your, every, story*. Now write the first letter of each of these words. What word have you written?
  - Write *yes, our, us, run*. Write the first letter of each word. What word have you written?
  - Write *m* like this. Now write words beginning with the  
                                   a                                    letters M-A-N-Y.  
                                   n  
                                   y

## FOR GOOD SPELLERS

1. ● Make words by adding *one* and *body* to *every*.
  - Where is your funnybone? Write a funny sentence about your funnybone.
2. *Pretty* tells you what something looks like. Make a list of other words that you could use instead of *pretty*. (beautiful, lovely, good-looking, attractive, etc. Do not expect the children to give you all these.)
3. *Your* means *belonging to you*. What does *you're* mean? What word means *belonging to us*?
4. ● You write *one story*, but *two stories*. Write two of each of these:  
                                   baby                    daddy                    lady
  - Now write *many* with each of these. Like this: *many babies*.
5. What is your favourite story? Write a little bit about it to tell why you like it.

**MOST COMMONLY MISSPELLED WORDS:**      every (26),  
 pretty (14), many (26), very, your

4. Write **every** and **very**. Draw a ring around the letter in **every** which you do not find in **very**.

- What word have you left when you take the the y off **every**?
- You can write **every** in front of some of these words, and **very** in front of some. Write **every** or **very** in front of the right words.

man      pretty      happy      story

5. • Write **you**. Add r to **you**. Say the new word.
- **The book belonging to you is your book.** How would you write:

the doll belonging to you?

the teacher belonging to you?

6.



Answer these questions about the picture.

- Who is reading?
- Who is playing on the floor?
- Why do you think the children are happy?

I'm      oh      after      for  
 they      are      their      was      it's  
 were      said      is



1. • Who were falling down the hill?  
 • Who was down first?  
 • What did Jack say?  
 • Did Jill come down before or after Jack?
2. Answer these questions    **They were**    or    **They were not.**  
 • Were the children hurt?  
 • Were Jack and Jill real people?
3. **I'm** is a short way of writing **I am**. Write **I am** the short way in these sentences.  
 • I am doing my work.  
 • I am going home after school.



### Introducing the Words

Use the picture to motivate the introduction of words like *for* and *after*, *was* and *were*. Jack and Jill went up the hill *for* a pail of water . . . Jill came tumbling *after*. The first exercise suggests some of the questions you can ask about the picture. Here are others: Who are the children? *They are* Jack and Jill. What do you think Jill said? She said, "Oh, oh!" Who came after Jack? Jill came *after* him.

Have the pupils give you *I'm* as a short form of *I am*. Point to a girl and ask, "Are you a girl or a boy?" The reply—"I'm a girl." Write *I'm* on the board, and ask what else Mary might have said instead of *I'm*. The nature of your group will determine whether you explain that the apostrophe takes the place of the omitted letter *a*. The nature of your group will also guide you as to whether you use the term *apostrophe* and expect it from your pupils. A very bright group will enjoy knowing the long word.

### Doing the Exercises

By this stage children should know what is expected of them in exercises such as 2 and 4. Ex. 5: *After* produces: tea, tear, ear, fear, at, rat, rate, ate, far, are, tar, fat, fate, eat, fare. *Their* produces: the, he, her, hit, it. Discuss Ex. 6 and illustrate by example before assigning it as seat-work.

### Re-teaching

In re-teaching, it might be advisable to establish some phonic reasons for the spelling. Stress the form of the words: the silent *h* in *oh*, the silent *e* in *are* and *were*. Note that *was* does not sound as might be expected from its spelling. The same is true of *they* where *ey* spells the long *a* sound. Show that *they* and *their* are related in both meaning and spelling, that *their* is made from *they*, just as *your* is made from *you*.

*After* is a difficult word to write in cursive script because of the *ft* combination. Check to be sure that a supposed error in spelling is not really an error in writing. *Said* is derived from *say* just as *their* is derived from *they*, by changing the *y* to *i*.

### FOR POOR SPELLERS

1. ● Write three words that end in *r*.  
 ● Write two words that end in silent *e*.  
 ● Write two words that begin with *the*.  
 ● Write two words that have the letter *f*.  
 ● Write the word that ends in *h*.
2. ● What word is the opposite of *after*?  
 ● What word is short for *I am*?



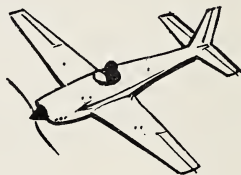
3. ● Copy these sentences, writing *their* instead of the underlined words.  
The girls found Betty's and Jim's books.  
They were at the girls' house.  
We said we wanted the children's table.
4. Answer these questions. Use *was* or *were* in each answer.
- Where were you yesterday?
  - When were you and your friend at home today?
  - How many children were in your class this year?
  - What were you doing last night?
5. For whom are these toys? Answer like this: The drum is *for* me.



**drum**



**doll**



**plane**

### FOR GOOD SPELLERS

1. Look at *forward* and *afterwards* and *toward*. Which parts of these words do you already know? Use these words to show their meaning.
2. Write a story about the picture on page 84. Make your story different from the story of Jack and Jill.
3. Write all the words you can spell that begin with the letters *for*. (forty, forward, form, forth, ford, forest, fort, force—Do not expect more than two or three of these.)
4. Say *Oh, oh* so that you sound HAPPY, SAD, EXCITED, TIRED, FRIGHTENED. Act a little play using only *Oh* for what people say. If you do this well, the boys and girls watching your play will understand every bit of it.

**MOST COMMONLY MISSPELLED WORDS:** are (23), for, I'm, said (21), they (22), their (22), was (16), were (16)

4. Look at the pictures.



Answer the questions, using the word **said** in your answers.

- Who said, "Bow-wow"?
- Who said, "Oh, oh"?
- Who said, "I'm coming"?

5. • Write **after**. Make five words using some of the letters in **after**.

- Write **their**. Make three words using some of the letters in **their**.

6. Make these sentences sound as if they were taking place now instead of yesterday.

- The children were at their house.
- Jill was falling down the hill.

7. • Write a sentence using **they** and **their**.

- Write a sentence using **for you and me**.

8. • Write this school yell, putting in the name of your school.

One, two, three, four!

Who are we for?

We're for \_\_\_\_\_ (name of your school)

Rah, rah, rah!

## LOOK AT THESE WORDS AGAIN

teacher	much	come	dear
write	like	please	some
white	were	very	was
fine	your	every	pretty
story	many	here	I'm
said	fun		

1. • Write all the words that have a **long e** sound.  
In which word is **long e** spelled differently?
  - Write four words that have a **long i** sound.  
What silent letter helps to spell the **long i** sound?
  - Which word rhymes with **come**?
  - Make long words by adding **times** and **thing** to the word that rhymes with **come**.
  - Which word ends the way **children** begins?
  - Which word is spelled by adding **r** to **you**?
  - Which word is spelled with **e** that has a **short i** sound?

## SUGGESTIONS FOR TEACHERS, UNIT 36

### Re-teaching the Words

Try to re-teach words only to those children who cannot already spell them. Refer repeatedly to the lists the children and the class have been keeping. After each dictation eliminate the words that all the children know, so that you have reduced the list to the "demons" for your own group.

Ex. 1 to 4 suggest possible groupings of the words for presentation. Review the effect of the silent *e* on the internal vowel: write, white, like, here. Review the two spellings of the short *u* sound: much, fun, some, come. Recall the final *y* in a polysyllable word: very, pretty, every, many; and look again at *ea*: dear, please, teacher. But in dictating, break up the combinations to ensure that children can spell each word independently.

### Doing the Exercises

The exercises should accompany the review process. Do not attempt to teach all the words and then assign all the exercises.

Ex. 1: teacher, dear, please, here; the long *e* in *here*; write, white, like, like.

Ex. 2: very, pretty, story, every, many, your; run, sun, gun, nun; fan, fin.

Ex. 3: fun, much; come, some.

Ex. 5: fun, dear, fine, much, write.

Ex. 6: He was, they were, we were, I was.

### Extra Help Exercises

Use these during re-teaching periods. Ex. 1: write, white, fine, like, were, come, please, here, some. Ex. 2: much; said, some; comes, likes; write; was. Ex. 3: Give some oral practice in using *much* with a singular noun, *many* with a plural noun. Have the children give you additional examples such as *much candy*, *much sugar*, *much jam*, *many pencils*, *many tables*, *much paint*, but *many paints*, etc.

Give some practice, too, in the use of *every* and *very*, so that pupils distinguish the words by ear as well as eye. Ex. 7: Add *please* to the beginning or end of the sentence.

### WORDS REPEATED FROM PREVIOUS REVIEW UNITS:

come (18), dear (18), every (30), here (30), please (12), pretty (18), said (24), was (18), were (18), white (18)

### FOR TEACHERS ONLY

*Write* comes from an Old English word which means to *scratch*. It is interesting to note that Latin *scribere*, to *write*, also meant originally to *dig in* rather than to *mark on the surface*. For some

reason or other the form *write* survived from the Old Germanic languages only in English. Other modern European languages, perhaps because writing was preserved only in the Church, whose language was Latin, have almost universally adopted a Latin derivative from *scribere*, *scriptum*, *write*: German *schreiben*, Swedish *skriva*, French *écrire*, Italian *scrivere*, Spanish *escribir*.

Even English has adopted Latin forms side by side with the native derivatives: We have *writings* and *Scriptures*, *writing*, *script* and *scribble*, *writer* and *scribe*, a *typewriter* and *typescript*, *hand-written* and *manuscript*, a *writing-book* or *notebook* and a *scribbler*. So the child who *scribbles* his *manuscript* has as honourable a precedent for his *scratching* as the lad who *digs in* and *writes* a fair hand.

2. • Write all the words in which you see the letter **y**.  
• Write as many words as you can by changing the **f** in **fun**.  
• Make new words by changing the vowel **u** in **fun**. Try **a** and **i**.

3. Four words have the **short u** sound.

- Two words spell the **short u** sound by using **u**. Write these two words.
- Write two words that spell the **short u** sound in another way. Draw a line under the letters that spell the **short u** sound.

4. • Write **write** and circle the silent letters.

- Write the word that rhymes with **write**. Say this word, remembering to blow out your breath at the beginning of it.

5. Write the words that rhyme with

**run    hear    line    such    kite**

6. Write these to make them sound as if they were talking about yesterday, not today.

Like this: **I am       I was**

**He is    They are       We are       I am**



## 7. Guess these words

- What word do you use when you ask for something politely?
- What word do you use at the beginning of a letter?
- What word means **I am**?
- What word is used very often to tell that someone has spoken?
- What word means **belonging to you**?
- What words mean **a lot of**?

## 8. Word arithmetic

- |                      |                    |
|----------------------|--------------------|
| • teacher - er + ing | • e + very =       |
| • fine - e + d =     | • must - st + ch = |
| • want - nt + s =    | • some + one =     |

## 9. If these are the names of stories, write **story** after the number.

- |               |                          |
|---------------|--------------------------|
| 1. Cinderella | 3. The Three Little Pigs |
| 2. Snow White | 4. Jimmy                 |

### REMEMBER\_\_\_\_\_

Make sure you know the words in your own spelling list. Climb the six steps on page 5.



## Extra Help

1. • Write the words from the list that end in **silent e**.
  
2. • Write the word that ends with **ch**.
  - Write the words that begin with **s**.
  - Add **s** to **come** and **like**.
  - Write the word which has a **silent w**.
  - Write the word that spells **saw** backwards.
  
3. • Use **much** or **many** with these words to show **a lot of**:

teachers

fun

boys

books

people

snow

- You can write **every** in front of some of these, and **very** in front of some. Write **every** or **very** with each of these:

boy in the room

pretty girls

nice day

day

teacher in the school

little children

4. • Write **your**, **our**, **us**, **run**.
  - Write the first letter of each of these four words. What word have you written?

5. • **Was** and **saw** use the same letters. Write both words. What makes them different? Use **saw** and **was** in sentences to show what they mean.
- Write **pretty**. Draw a line under the **e**. Draw a box around the two **t**'s. Write **pretty** again.
6. • How many words do you know that belong to the **ite** family, like **write** and **white**? Try putting **b**, **k**, and **sp** in front of **ite**.
- Write **fine**. Make a new word by changing **f** to **m**.
7. Write these questions so that they are more polite.
- Will you write me a letter?
- May I give your book to my brother?

### For Good Spellers

1. • Here are the first verses of the rhyme, "Who Killed Cock Robin?"

Who killed Cock Robin?  
I, said the Sparrow,  
With my bow and arrow,  
I killed Cock Robin.

Who saw him die?  
I, said the Fly,  
With my little eye,  
I saw him die.

- How many of the spelling words you have learned are in these two verses?
  - Look at **eye** and **die**. These are rhyming words. They sound the same, but what do you notice about the way they are spelled?
  - What word sounds exactly like **eye** but is spelled differently?
2. • Write another word which sounds exactly like **write**. (Clue: It means **correct**.)
- **Sum** and **some** sound the same. Use them in sentences to show what they mean.
3. **I'm** is short for **I am**. **He's** is short for **He is**. Write the short way of saying **we are** **she is** **it is**.
4. Read these two sentences.
- I have read the book. I want to read the book.
- Notice that **read** is sometimes said like the word for a colour. What is the colour?
5. Write a letter to a friend telling him or her about a story you have read. Why did you like the story?

## WATCH BEGINNINGS AND ENDINGS

much      it      because

march      put      been      bird

morning      let      on      sing

milk      find

1.



- What letter spells the sound you hear at the beginning of these words?
- Write the two words which end with the same sound that you hear at the beginning of **children**.
- How many vowels do you hear in **morning**? Write **morning**. Draw a box around each vowel.
- Say **milk** to yourself. Write **milk**. What two consonants do you hear and see at the end of **milk**?
- Make a new word by changing **m** to **s** in **milk**.

## Teaching the Words

The original presentation here is phonic, concentrating on the similarities of the beginnings of some of the words and of the endings of others. The additional work for both poor and good spellers uses the meaning approach. If you have any doubt about your children knowing the meaning of any of the words, introduce the words through their meaning rather than their structure.

The sound and shape of *m*, *t*, *b*, and *n* should pose no problem at this stage of the spelling programme. However, again it is the need of your group which must determine the amount of practice you provide. There may still be a few children who confuse the writing of *m* and *n*, for example. For them it is necessary to recapitulate the practice suggested in Unit 22, using words with *m* and *n* in the initial position: main, neighbour, nose, most, must, made, man, naughty, nail, etc.

*Been* has two recognized pronunciations, *bean* and *bin*. If you use the first, the nursery rhyme is a convenient introduction to a word which is almost without meaning to children except in context: "Pussycat, pussycat, where have you been? I've been to London to see the Queen . . ." Phonically as well as grammatically *been* is related to *be*: *be*, *been* like *give*, *given*; *take*, *taken*; *see*, *seen*.

*Because* is hard only because it is long, and some children tend to transpose letters. Focus attention on the two parts, on *au*, and on silent *e* at the end.

Except with very good spellers avoid considering *but* and *put* together. Do draw attention to the sound of *u* in *put*.

## The Exercises

Ex. 2: march, find, morning.

## FOR POOR SPELLERS

1. ● Write *march!* after each of these words if they are the names of people who do march.

soldiers

sailors

babies

- Write *in the morning* after those things that you do in the morning:

Get up

Eat breakfast

Go to bed

Go to school

- Write *milk* after the names of animals that give people milk to drink:

goat

bear

cow



2. ● Write *he* after the word if it is a person. Write *it* if it is the name of a thing.  
                     table           man           ball           truck  
     ● Tell someone where to put each of these things. Like this:  
       *Put the book on the table.*  
                     book           toy           hat           doll
3. Use *because* in sentences to tell:
  - why you like your dog.
  - why you went to the store today.
4. Answer these questions with sentences beginning *I have been*:
  - Where have you been today?
  - What have you been doing?
  - What have you been reading today?
5. ● Write two words that end in *ch*.  
 ● Write the word that ends in *ing*.  
 ● Write *it*. Write two other words that end with the same letter as *it*.  
 ● Write *because*. Draw a ring around *be*. Cross out silent *e*.  
 ● Write *been*. Draw a box around *ee*. What other words have you learned that are spelled with *ee*?

## FOR GOOD SPELLERS

1. ● Write *march* so that it means a month of the year. Remember to use a capital letter.  
 ● Write *see*. Make new words by adding *n* and *ing*.
2. Write as many months of the year as you can spell correctly.
3. *Morning* is a time of the day. Write as many words as you can which name a time of the day. (noon, afternoon, evening, night, midnight)
4. You say *Good morning* when you meet or leave someone in the morning. What might you say if you met someone at another time of the day? (Good afternoon, good evening, hello, how do you do?)
5. Milk is a very important food. Make a list of other foods that are important for good health. Be careful to spell the words correctly.
6. Have you heard that if March comes in like a lion it goes out like a lamb? What does this mean?  
 Write a story about March coming in like a lion. Be sure to check your spelling in the story.

**MOST COMMONLY MISSPELLED WORDS:** because, been, it (10), morning, much (32), on (19)

2. Write a word from the list that means:
- to walk in step.
  - to come upon.
  - the beginning of the day.
3. • Look at the endings of **it**, **put**, **let**. What letter ends each of these words? Write the words. Draw a ring around the last letter in each word.
- Now write **putting** and **letting**. Note the two **t**'s. Draw a box around the two **t**'s in each word.
  - Make new words by putting **h** and **s** in front of **it**.
  - Now add **ing** to **sit** and to **hit**. What did you do before you added **ing**?
  - Make words by changing the **l** in **let** to **b**, **g**, **p**, and **w**. Add **ing** to the new words.
4. Write **because**. Draw circles around the two words in **because**.
- What word begins like **because**?
  - Write **been** and **because** again. What word ends with the same letter as **been**?
5. Use **because** in your answer to each of these questions:
- Why do you like milk?
  - Why do you go to bed at night?
6. Look at the pictures in Ex. 1. Tell something in a sentence or two about each picture.

## LETTERS YOU DO NOT HEAR

people	night
goes	please
getting	could
Christmas	train
write	know

sh!

sh!

These words have letters you write but don't say or hear. They are called silent letters.

1. • Two of these words have silent letters at the beginning. Write these words. Draw a ring around **w** and **k**.
  - Three of the words have silent letters at the end. Write these words. What is the silent letter in each of them?
  - Write the word that has a silent letter at the beginning, and a silent letter at the end.
  - Make new words from **write** by changing **wr** to **b**, **k**, **qu**.
  
2. • Write **night**. You could say that three letters spell the **long i** sound. Write these three letters.
  - There is a large **ight** family. Write four more **ight** words by putting letters like **m**, **r**, **s**, **f** in front of **ight**.

## SUGGESTIONS FOR TEACHERS, UNIT 38

### Presenting the Words

All the words but *night* have been taught before. The emphasis in the unit is on two things, the silent letters and the building of words from the elements in these now reasonably familiar words.

*Night* and *write* present two different ways in which the same syllable is spelled. Pupils should be interested in keeping lists of words which belong in these two "families". You can encourage this interest by maintaining such a list for the class on the board or on a chart, and adding to it whenever an *ight* or an *ite* word is encountered in reading or language. Similar lists may be set up for words beginning with *wr* and *kn* (see lists in "For Good Spellers" section.) Let the children develop the lists themselves whenever possible. In this way you will help to make them constantly aware of spelling. You will also develop vocabulary.

Show the effect of *gh* in the spelling of *night*. Write *sit* on the board. Ask the children what it says. Now write *sight*. What does *gh* do to the sound? Try the same device with *fit*. Although the combination *gh* is not pronounced, it has the job of making the *i* long. The silent *e* at the end of *write* does the same job.

The *k* at the beginning of *know* is a signal that the word is *know* and not *now*.

### The Exercises

Ex. 1: write, know; people, please, write, e; write; bite, kite, quite. The combination *qu* is not common at this level. Check that pupils can all write it correctly, particularly that they know the difference between the written forms of *g* and *q*.

Ex. 6: Most pupils should be able to do this on their own by this time.

### Testing and Re-teaching

By this time there should be complete mastery by all except the very weakest spellers. With them concentrate on the words which they seem to require in their own writing. Check the spelling of words found in this text whenever children use them in their own language work.

### FOR POOR SPELLERS

1. ● Write *people*. Which letter must you be sure to remember?  
(o) Draw a ring around a letter in the middle which is not sounded.
- What other word has an *o* that does not need to be sounded?  
(could)
- Write the words that have silent *t*. (Christmas, getting)
- The sound *ite* is spelled two different ways in this unit. Write the words with the two spellings. (night, write)

2. ● What word do you get when you put *t* in front of *rain*?  
 ● What letters spell the long *a* sound in *train*?
3. ● Write *get* and *getting*. Draw a box around *ing*.  
 ● Tell what you may be getting for your birthday.  
 ● What word is spelled with one letter different from *now*?  
 What is the letter? What is the difference in sound between *know* and *now*?
4. What word from the list does each of these words make you think of?

Santa Claus  
a letter

a crowd  
an engine

the moon and stars

## FOR GOOD SPELLERS

1. *Know* has a silent *k* at the beginning. Make a list of as many other words as you can that begin the same way. (knead, knee, kneel, knife, knight, knock, knot, knew, knuckle)
2. ● Write other words that begin with a silent *w*. (writer, writing, written, wrote, wrestle, wrist, wrinkle, wrong, etc.)  
 ● Write two words that are spelled much like *could*. (would, should)
3. ● What word means the opposite of *wrong*?  
 ● Which hand is the pair to your left hand?
4. ● Make a list of all the holidays you can spell or can find out how to spell. Here are some: Easter, Hallowe'en.  
 ● Write one thing that each holiday makes you think of? Like this: *Easter—bunnies*.
5. ● What makes a toy train go?  
 ● What are some things that make real trains go? (engines, motors, coal or steam, oil, electricity or electric power)

**MOST FREQUENTLY MISSPELLED WORDS:** Christmas (13), could (13), getting (27), goes (27), know (29), people (26), please (8), train (8), write (33)



3. • Write **people** and **Christmas**. Circle the silent letters.
  - **People** is a funny word. Perhaps this verse will help you to remember how to spell it:
 

Papa P stands straight and tall,  
 With Baby E and round-faced O,  
 Then Mamma P and skinny L,  
 And silent E the last of all.
4. • Write **go**. Now write **goes**. Circle the silent letter in **goes**.
  - train – t =                      train – n + l =  
              train + s =
  - Write **p, r, spr, pl, dr** in front of **ain**. How many words have you in your **ain** family?
5. Write **could** and **please** and **getting**. Draw boxes around the silent letters.
6. Make up a story about people on a train at night.  
 How do they sleep? Where do they wash?





about    for    once    fine    bear  
 been    there    now    fun    rabbit  
 because    like    think



Once upon a time there were a boy and a girl. The pictures tell you something about them. The girl liked to ask questions. For a long time the boy gave only one answer. And then . . .

But finish the story for yourself in your mind.

1. • About whom are the pictures? Use a sentence to answer.
  - What question did the girl ask in the first picture? What answer did the boy give?
  - What question did the boy ask in the last picture? What answer did the girl give?
2. • Many stories begin like the story on this page. Write the words that often begin a story.
3. • Write **think**. What little word do you see in **think**?
  - Make new words by changing **th** to **s**, **p**, **dr**.

## SUGGESTIONS FOR TEACHERS, UNIT 39

### Presenting the Words

*Once* is the only new word. Structurally it should be derived from *one*. The most frequent use for children at this stage is probably in the phrase *Once upon a time*, and so *once* is introduced in this context.

In presenting the other words you may wish to review principles you have already established:

*like, fine*—final *e* makes the internal vowel long.

*fun, once*—two spellings for the short *u* sound.

*about, now*—two spellings for the diphthong *ow*.

*been*—double *e* for the long *e* sound. Cf. *tree, three, see*.

*think, there*—two sounds for the symbol *th*.

### Doing the Exercises

Ex. 4: *like, once, now, fine*. Ex. 5: *been, because, there, once, like, fine*. Ex. 6: Once there was a boy having fun. His sister liked to look at him. She will tell you about him. Ex. 7: *fork, form, fort; beef, beet; life, line*.

Ex. 8: The verse should be a group effort which all the children may copy when completed. Children should then be encouraged but not required to write individual verses. Some more verses which begin *There was*: There was an old woman who lived in a shoe, etc.

There was a crooked man, and he walked a crooked mile,  
He found a crooked sixpence against a crooked stile;  
He bought a crooked cat, which caught a crooked mouse,  
And they all lived together in a little crooked house.

There was a monkey climbed a tree,  
When he fell down, then down fell he.

There was a crow sat on a stone,  
When he was gone, then there were none.

### Re-teaching

These last units, which are almost entirely review material, demand mastery of the words from all but a very few children. See Unit 38.

### FOR POOR SPELLERS

1. ● Write *about*. Draw a line under *out*.  
● Look at these sentences.

There were something like ten people in the room.  
They were reading a story telling of a big dog.

Write *about* instead of the underlined words.

2. ● Write *like* as often as you see it in this verse:

I like coffee, I like tea.

I like the boys and the boys like me.

3. Write the words in the spelling list in alphabetical order.
4. Write the words that rhyme with *where, bike, cow, line, sink, gun*
5. ● Write *because*.  
● Tell *why* you come to school.  
● Tell how many boys there are in your family.

## FOR GOOD SPELLERS

1. ● *Once* means *one time*. What word means *two times*?  
● *For* can be used to mean *because*. Write a sentence using *for* to mean *because*.  
● *Like* can be used in two ways. Show by using the words that you know these two meanings of *like*.
2. Make as many words as you can by using the letters of *because*. (be, cause, us, see, case, use, bee, bees, cab, base, sea, cub, cube, abuse, cue, sue. Pupils should be able to list six or seven of these.)
3. Make up longer speeches for the children in the pictures. Write them.
4. *Morning* is part of the day. Write the names of other parts of the day. (afternoon, evening, night, noon, midnight)
5. Write a story about a rabbit and a bear. Check the spelling of every word you use.

**MOST COMMONLY MISSPELLED WORDS:** about (20), been (37), because (37), for (35), fine (33), fun (32), like (33), now (17), once, there (26), think (22)

#### 4. Word puzzles

What are these words?

- This word means almost the same as **love**.
- This word means **one time**.
- This word means **right at this time**.
- This word means **well** and **good**.

#### 5. • Write all the words in the list that use **e** in their spelling.

- Write the words that begin with **f**.
- Write the two words that begin with the word **be**.

#### 6. Put the words of these sentences in their right order:

- boy having there fun a was Once
- sister His at look to liked him
- She tell him will you about

#### 7. Make new words

- by adding **k**, **m**, and **t** to **for**.
- by changing the **n** in **been** to **f** and **t**.
- by changing the **k** in **like** to **f** and **n**.

#### 8. You may know the verse that begins like this:

There was a little girl,  
And she had a little curl . . .

Try to write a verse that begins

**There was a little girl . . .**

or

**There was a little boy . . .**

## ANOTHER LONG LOOK AT SOME HARD WORDS

Climb the study steps for each of the words in this list. They are words which boys and girls sometimes have trouble spelling. Be sure that you know them all!

people	I'm	too	were
morning	said	two	have
today	was	their	your
brother	saw	there	once
train	how	much	they
every	know		

It is important to study the words in your own word list too.

1. • Write **train** and **said**. Both words have **ai** in the middle. What is the sound of **ai** in **train**? What is the sound of **ai** in **said**?
  - Write other words in the list that have a **long a** sound. What letters spell the **long a** sound in **today**? What letters spell the **long a** sound in **they**?

## SUGGESTIONS FOR TEACHERS, UNIT 40

### Re-teaching the Words

Although the words in this review have been selected on the basis of their difficulty, other words in the list may have proved more difficult for your particular group. If so, stress those words rather than the arbitrary selection offered here. Nor is the review intended to be complete. You will find it necessary to cull words from other review units as well as from the regular lists in order to test your class fully. After each test, re-teach the words which pupils spelled incorrectly, give considerable practice in their use, and dictate them again. You may have to repeat the process several times before you are satisfied that all or most of the children have at least temporary mastery of the words.

It is recognized that many of the words in Book 2 will present difficulties to children throughout their school career, since they are among the most commonly used and most irregularly spelled words in the language. Opportunity for re-teaching many of them is provided in later books of the series.

Children must be encouraged to spend time on their individual spelling lists, both of those words which they have misspelled during the course of the year, and of those which they have required in their own writing but which are not listed in the speller.

In this last unit of the book, homonyms are drawn to the attention of all the children. Again, use your own judgment as to whether the introduction of homonyms at this point is likely to confuse your pupils. If it is, omit Ex. 2. Nevertheless, it is important to have children know that in many cases different letter combinations are used to spell the same sound, (know, no), and that conversely, the same letter combination often represents different sounds (train, said; read, read; snow, cow). You may prefer to make these points by using words that are totally different as, for example, *some* and *fun* rather than *sum* and *some*.

### Doing the Exercises

Ex. 1: Use at your discretion. Other examples in this book of words which use the same letters to spell different sounds are: cow, snow; could, you, house, our; Christmas, children; there, here; home, some; have, gave; five, give, live; go, so, do, to, who; etc.

Further examples from the word list of different sets of letters spelling the same sound are: night, white; snow, no; come, run; are, car; put, book, could; be, three, dear; for, four; him, pretty; them, many; her, girl, were; nice, house; school, like, cat; etc. These examples are included for your information. It is not intended that they be taught as a mass.

Ex. 4: Be sure pupils understand what is expected of them. Do orally, or use other examples to illustrate the principle.



Ex. 5: Should be done orally first in order to make sure that the children understand fully what is expected of them. For the preliminary oral work you may wish to use other examples instead of those in the book:

Whose house is the house that belongs to Mrs. Black? (It is her house.)

Whose chalk is the chalk that belongs to Judy? (her chalk)

Whose pencil is the pencil that belongs to Betty? (her pencil)

Whose pencil is the pencil that belongs to you? (your pencil)

Whose baby is the baby that belongs to Mr. and Mrs. Green? (their baby)

Ex. 6: As supplementary work you may write on the board a number of statements which require the same kind of answers:

I get up. (every morning)

I go to school. (some mornings)

I eat dinner. (every day)

I go to bed. (every night)

I read four books. (some days)

Ex. 7 is also a good exercise for encouraging children to read carefully and to form judgments about what they read.

Ex. 8: 1. too much; 2. too much; 3. too much

## FOR GOOD SPELLERS

Ex. 2: see-saw and teeter-totter.

Ex. 3: evening; crowd, mob; train.

Ex. 4: yesterday, day before yesterday; tomorrow, day after tomorrow.

Ex. 5: The train will be late. Ju jt mbuf fwfsz npsojoh.

Ex. 6: apartment, suite, house, duplex, cave, igloo, wigwam, teepee, hut, etc.

## 2. Words that sound the same

- Use **know** and **no** in a sentence, or two sentences, to show that you know what they both mean.
- Look at **too** and **two**. What other word sounds the same but has a different spelling? Write two or three sentences to show that you know how to use **two**, **too**, and **to**. Be careful of the spelling.
- Look at **there** and **their**. **Their** means **belonging to them**. Write one or two sentences to show that you know how to use **there** and **their**.

## 3. Answer these questions:

- What is the girl in the picture doing?
- What things are on her desk?
- How many buttons are showing?
- Why is she smiling?



4. Draw this frame on your paper. Finish the exercise by putting in the right words from the list.

YESTERDAY	TODAY
I saw	I see
	They are
You knew	
	I say

5. Answer these questions. Use **your** or **their** or **her** in your answers. Like this: **It is your book.**

- Whose book is the book that belongs to you?
- Whose car is the car that belongs to them?
- Whose cow is the cow that belongs to the farmer's wife?
- Whose cat is the cat that belongs to you?
- Whose toy is the toy that belongs to the girl?

6. Write **every morning** after the numbers if you do these things every day. Write **some mornings** if you do these things only sometimes.



7. Copy on your paper only the sentences that are true.

- All people can read.
- All people can eat.
- I have a brother and a sister.
- I do not have a brother and a sister.
- I know how to read and write.
- Every morning I get up.
- Once I saw a train.
- I'm a girl.
- I'm a boy.

8. Too much means more than you need.

- Write **too much** after the number of the picture
- that shows more than you need of something.

Like this: 1. **too much water.**



## Extra Help

1. • Write **today**. Write the two words you find in **today**.
2. • Write **you**. Add **r**. What word have you?  
• Use the word **your** to write **the dog that belongs to you** in a shorter way.
3. • Write words that rhyme with  
snow rain now paw such
4. • Write **brother**. Draw a line under **other**. Write another word which rhymes with **brother**.  
• Write another way of saying **I am**.  
• Use **was** or **were** with **I, we, he, they**.

5.



Betty and Jim do not look happy.

- Write what Betty said to Jim.
- Write what Jim said to Betty.

## For Good Spellers

1. Spell the names of as many wild animals as you know. Like **tiger**, **bear**, etc.

2. • What is this? Try to write two names for it.



- When something happens once, it happens just one time. What word tells you that something happened two times?
3. • Morning is the beginning of the day. What word is used for the end of the day?
- Spell two words that mean **many people**. (Clue: One begins with **c** and ends with **d**. The other begins with **m** and ends with **b**.)
  - What do you call the trailing part of a wedding dress or of the Queen's robe?
4. If Monday is today, what would you call Sunday and Saturday? What name would you give to Tuesday and Wednesday?
5. **A code**
- For each letter in this code use the letter that comes before it in the alphabet. Write the sentence the way it should read.  
Uif usbjo xjmm cf mbuf.
  - Write the code sentence that says  
It is late every morning.
6. Write the names of places in which people live. Some people live in a palace, a cabin, a tent. Write at least three more names of homes.



## THE 202 WORDS IN THIS BOOK

- The number beside each word shows the page where it is first listed in this book.
- Some words which boys and girls often have trouble spelling are marked with a star, like this: \* about.

*about	70	*boy	12	*down	48
after	84	bring	22	dress	22
all	76	*brother	22		
*am	10	but	78	eat	76
an	24	by	50	*every	64
and	24				
*are	56	came	62	*father	28
as	24	can	12	find	92
at	10	car	8	*fine	80
away	62	cat	8	*first	42
		*children	28	five	20
baby	82	*Christmas	34	*for	84
back	24	*come	34	found	12
ball	76	*could	34	four	20
be	50	cow	8	*from	48
*because	92			*fun	78
bed	38	daddy	82		
*been	92	*day	14	gave	52
best	42	*dear	34	get	38
big	20	did	14	*getting	66
black	22	do	76	girl	28
blue	22	dog	12	give	52
book	68	doll	34	go	50

*goes	66	*know	70	night	94
going	66			no	42
*good	14	last	42	not	8
got	52	lay	62	*now	42
*grade	56	let	92		
		*like	80	of	48
		*little	20	oh	84
*had	24	live	52	old	36
happy	36	long	36	*on	48
*has	24	look	68	*once	96
hat	10	love	78	*one	20
*have	14			other	78
having	66	made	62	*our	56
he	50	*make	14	*out	26
*her	66	man	24	over	48
*here	66	*many	64		
*him	26	march	92		
*his	26	me	50	*people	64
home	10	men	38	pet	38
*house	34	milk	92	*play	22
*how	66	*Miss	56	*please	22
		*morning	92	*pretty	36
		*mother	28	put	92
I	10	*much	78		
if	26	*my	34	rat	10
*I'm	84			read	76
*in	26	*name	62	red	38
into	26	new	36	room	68
is	8	nice	36	run	12
*it	26				

*said	52	ten	38	*us	78
Santa		that	10		
Claus	34	*the	8	*very	82
sat	10	*their	54		
*saw	12	*them	54	want	40
say	52	*then	38	*was	40
*school	56	*there	64	water	40
second	56	*they	54	we	50
see	52	things	54	*well	38
she	50	*think	54	went	64
sister	28	this	54	*were	40
six	20	three	20	what	40
snow	70	*time	14	*when	38
so	50	*to	14	*white	40
*some	64	*today	14	who	12
*store	42	*too	68	will	26
story	42	took	68	*with	26
		town	70	work	76
		*train	22	*write	80
table	80	tree	12		
take	14	*two	20	yes	42
*teacher	56			you	52
tell	38	up	12	*your	82

## THE 23 EXTRA WORDS LISTED FOR GOOD SPELLERS

Good spellers will learn many more words than these from the spelling exercises and other work, but these are included in the lists on the pages shown.

apples	24	eggs	38	miss	56
bat	10	fast	42	rabbit	96
bear	96	fat	10	ran	24
bell	38	funny	78	robin	20
bird	92	gun	78	seen	76
cake	14	hen	38	seven	20
cowboy	70	it's	84	sing	92
		may	62	upon	48



### 333 MOST COMMONLY MISSPELLED WORDS

This list is based upon a number of reported studies, including Gates' *Spelling Difficulties in 3876 Words*, the Fitzgerald list (Fitzgerald and Brittain, in *Elementary English Review*, Feb. 1942), and Kyte's "Errors in Commonly Misspelled Words in the Intermediate Grades", *Phi Delta Kappan*, May, 1958.

Special attention is given to the teaching and re-teaching of these words, as follows:

- (1) Each of the 333 words is introduced, as if it were a new word, at least twice in the series; almost half are listed three times (161), and 46 words, a hard core of "demons among demons", are listed four times or more.
- (2) *In the Pupil Edition* a cumulative list of all such words introduced to date appears at the back of each book.
- (3) *In the Teachers' Edition*, at the end of the interleaved pages for each unit, are listed any of these 333 words which are included in that unit. Where one or more of such words has been taught previously in the series, reference is included to appropriate book and unit.

The book in which a word is first introduced is indicated by number in the following list. The number(s) in brackets indicate the book(s) in which the same word is re-introduced for re-teaching.

about	2 (2,3)	argument	7 (7,8)
accommodate	8 (8)	arithmetic	4 (4,5)
ache	8 (8)	asked	3 (4,6)
acquainted	6 (6,7,8)	athletics	8 (8)
across	3 (4,5)	aunt	3 (4,6)
address	4 (4,5,6)		
advice	7 (7,8)	balloon	5 (5,6)
afternoon	3 (3)	basketball	5 (5,6)
again	3 (4)	beauty	6 (6,7)
aisle	7 (7,8)	because	2 (2,3,7)
all right	4 (4,5,7)	been	2 (2,3)
almost	3 (5)	before	3 (3)
along	3 (4)	begin	4 (5)
already	4 (4,5,7)	beginning	5 (5,6)
altogether	7 (7,8)	believe	4 (4,5,6)
always	3 (4)	benefit	8 (8)
am	2 (2)	bought	3 (4,6)
among	4 (4,5)	boy	2 (2)
amount	5 (5,6)	break	4 (5)
answer	5 (5,6)	brother	2 (2,4)
any	3 (3)	brought	3 (6)
April	3 (3)	built	5 (5,6)
are	2 (2)	business	5 (5,6,8)



busy	4 (5,6)	easy	4 (4,5)
buy	3 (3)	eighth	5 (5,6,7)
cannot	3 (4)	enough	3 (4,7)
can't	3 (4)	equipped	7 (7,8)
captain	4 (4,5)	every	2 (2,3)
certainly	6 (6,7)	everybody	4 (4,5)
children	2 (2,3)	excellent	6 (6,7)
choose	6 (6,7)	excuse	4 (4,5)
chosen	6 (6,7)	father	2 (2,3)
Christmas	2 (2,4)	February	3 (5)
close	3 (5,7)	finally	5 (5,6)
clothes	3 (5,7)	fine	2 (2)
colour	3 (4)	first	2 (2,3)
come	2 (2,3)	for	2 (2,3)
committee	8 (8)	foreign	5 (5,6,7)
complete	6 (6,7)	formerly	7 (7,8)
conquered	7 (7,8)	forty	4 (4,5,6)
control	6 (6,7)	fourth	4 (4,5,8)
cough	5 (5,6)	Friday	3 (3)
could	2 (2,3)	friend	3 (3)
country	3 (6)	from	2 (2,3)
course	5 (5,6)	fun	2 (2)
cousin	4 (4,5)	generally	5 (5,6)
day	2 (2)	getting	2 (2,3)
dear	2 (2,3)	goes	2 (2,3)
deceived	8 (8)	good	2 (2)
decided	5 (5,6)	good-bye	4 (4,5)
definite	8 (8)	government	7 (7,8)
describe	7 (7,8)	grade	2 (2)
description	7 (7,8)	grammar	8 (8)
develop	7 (7,8)	guess	3 (4,7)
diamond	7 (7,8)	guest	6 (6,7,8)
didn't	3 (4)	had	2 (2)
different	3 (4,6)	half	3 (4)
dining	4 (5,6)	handkerchiefs	4 (4,5)
disappear	5 (5,6,7)	happiness	7 (7,8)
disappointed	5 (5,6,7)	has	2 (2,3)
disguised	8 (8)	have	2 (2)
divide	5 (5,6)	hear	3 (4)
doctor	5 (5,6)	heard	3 (4,6)
does	3 (4,6)	height	7 (7,8)
done	3 (3)	hello	4 (5)
don't	3 (4)	her	2 (2,3)
down	2 (2)	here	2 (2,3)
dropped	4 (5)	him	2 (2)
early	3 (4)	his	2 (2)
Easter	3 (3)	hope	3 (3)

hospital	5 (5,6)	Mrs.	5 (6)
hour	4 (5,6)	much	2 (2,3)
house	2 (2,5)	my	2 (2)
how	2 (2)		
		name	2 (2)
I'm	2 (2,3)	naturally	7 (7,8)
immediately	6 (6,7)	necessary	6 (6,7)
in	2 (2)	neighbour	6 (6,7)
independent	7 (7,8)	never	3 (3)
instead	4 (4,5)	ninety	5 (5,6)
interesting	5 (5,6,8)	ninth	5 (5,6)
intramural	8 (8)	none	5 (5,6)
isn't	3 (4)	now	2 (2,3)
it	2 (2)		
its	4 (4,5,7)	occurred	7 (7,8)
it's	4 (4,5,7)	o'clock	3 (4)
		October	3 (4)
judgment	8 (8)	off	3 (4,6)
just	3 (3,6)	official	7 (7,8)
		often	3 (4,7)
knew	3 (4,6)	on	2 (2)
know	2 (2,4)	once	2 (2,3)
knowledge	6 (6,7)	one	2 (2)
		opinion	8 (8)
laboratory	8 (8)	opportunities	7 (7,8)
laid	4 (4,5,6)	our	2 (2)
lead	4 (5,6,7)	out	2 (2)
league	6 (6,7)	outside	3 (3)
led	5 (5,6,7)		
lessons	5 (5,6)	paid	5 (5,6)
letter	3 (3)	passed	4 (4,5,7)
library	4 (5,6)	patience	8 (8)
lightning	7 (7,8)	people	2 (2,3)
like	2 (2)	perhaps	5 (5,6)
little	2 (2)	persuaded	8 (8)
loose	4 (5,6,8)	piece	5 (5,6,8)
lose	6 (6,7,8)	play	2 (2)
losing	6 (6,7)	pleasant	5 (5,6)
lots	3 (3)	please	2 (2,3,5)
		practice	6 (6,7,8)
make	2 (2)	preferred	8 (8)
many	2 (2)	pretty	2 (2)
maybe	4 (4,5)	prevent	6 (6,7)
meant	5 (5,6)	principal	4 (4,5,8)
medicine	7 (7,8)	probably	5 (5,6,8)
minute	4 (4,5)	proceeded	7 (7,8)
Miss	2 (2)	prominent	8 (8)
morning	2 (2)		
mother	2 (2,3)	quantity	8 (8)
Mr.	5 (6)	question	5 (5,6)

quiet	5 (5,6,7)	their	2 (2,3,7)
quit	5 (5,6)	them	2 (2)
quite	4 (4,5,7)	then	2 (2)
		there	2 (2,3,7)
raise	4 (4,5)	they	2 (2)
ready	3 (4,7)	think	2 (2,4)
real	4 (4,5)	though	6 (6,7)
receive	5 (5,6,7)	thought	5 (6,7)
religious	8 (8)	threw	4 (4,5)
remember	4 (4,5)	through	5 (6,7)
right	3 (4,6)	time	2 (2)
		to	2 (2,3,5)
said	2 (2,3)	tobacco	8 (8)
sandwiches	6 (6,7)	today	2 (2,3)
Saturday	3 (4)	together	3 (4)
saw	2 (2)	tomorrow	3 (3)
says	3 (3)	too	2 (2,3,5)
school	2 (2,3)	toward	4 (5,6)
scissors	6 (6,7,8)	toys	3 (3)
seemed	4 (4,5)	train	2 (2)
send	3 (3)	tries	4 (4,5)
separate	5 (5,6,8)	trouble	4 (4,5)
several	3 (4)	truly	3 (4,6)
severe	7 (7,8)	Tuesday	3 (4,6)
shoes	4 (4,5)	twelfth	5 (5,6,8)
shoulder	6 (6,7)	two	2 (2,3,5)
siege	7 (7,8)		
similar	8 (8)	uncle	3 (4,6)
since	5 (5,6)	unconscious	8 (8)
sincerely	4 (4,5,6)	until	3 (4)
soldier	4 (4,5,7)	us	2 (2)
some	2 (2)	usually	5 (5,6,8)
soon	3 (3)		
speech	5 (5,6)	very	2 (2)
stationery	7 (7,8)		
store	2 (2)	was	2 (2)
straight	4 (4,5,6)	wear	3 (3,7)
stretch	8 (8)	weather	3 (5,8)
studying	6 (6,7)	Wednesday	3 (5)
successful	7 (7,8)	week	3 (3)
sugar	4 (4,5)	well	2 (2)
summer	3 (3)	were	2 (2,3)
Sunday	3 (3)	when	2 (2)
suppose	5 (5,6)	where	3 (4,7)
sure	3 (4)	whether	5 (5,6,8)
surprise	5 (5,6,8)	which	3 (4)
		while	3 (4)
teacher	2 (2,4)	white	2 (2)
tear	5 (5,6)	whole	4 (5,6)
the	2 (2)	whose	4 (4,5,6)

wieners	8 (8)	write	2 (2,3)
with	2 (2)	written	4 (4,5)
woman	3 (4)	wrote	3 (4,6)
won't	4 (4,5)		
would	3 (5)	your	2 (2,3)

# A BASIC SPELLING LITERACY VOCABULARY OF 445 WORDS\*

(Showing book in which each word is first introduced)

able	4	before	3	company	4
about	2	being	4	could	2
above	4	believe	4	country	3
account	7	best	2	course	5
address	4	better	3	covered	4
after	2	between	6	credit	8
afternoon	3	big	2	cut	3
again	3	bill	5		
against	5	black	2	daddy	2
ago	3	blue	2	date	4
all	2	book	2	day	2
almost	3	both	4	dear	2
along	3	box	3	department	6
also	3	boy	2	desire	7
always	3	bring	2	did	2
am	2	brother	2	didn't	3
amount	5	brought	3	different	3
an	2	business	5	dinner	3
and	2	but	2	do	2
another	3	buy	3	does	3
answer	5	by	2	doll	2
any	3			done	3
appreciate	7	called	3	don't	3
are	2	came	2	door	3
around	3	can	2	down	2
as	2	candy	3	dress	2
asked	3	cannot	3	drive	4
at	2	can't	3		
attention	6	car	2	each	3
aunt	3	care	3	early	3
away	2	case	5	eat	2
		cat	2	enclosing	7
baby	2	certainly	6	end	3
back	2	check	5	enough	3
bad	3	children	2	even	4
balance	7	Christmas	2	evening	4
ball	2	city	3	ever	3
be	2	class	3	every	2
beautiful	3	close	3	everybody	4
because	2	cold	3	expect	5
bed	2	come	2	eye	4
been	2	coming	3		

\*Based, in part, on Kyte, George C. and Virginia M. Neel, "A Core Vocabulary of Spelling Words", *Elementary School Journal* LIV:1 (Sept. 1953), 29-34.

facts	7	happy	2	light	3
family	3	hard	3	like	2
far	3	has	2	lines	3
farm	3	have	2	little	2
father	2	having	2	live	2
favour	6	he	2	long	2
feel	4	head	3	look	2
few	3	hear	3	lots	3
find	2	heard	3	love	2
fine	2	heir	8		
fire	3	help	3	made	2
first	2	her	2	mail	3
fish	3	here	2	make	2
five	2	herewith	7	man	2
food	3	high	3	many	2
for	2	his	2	material	5
forward	6	home	2	matter	4
found	2	hope	3	may	2
four	2	house	2	me	2
Friday	3	how	2	men	2
friend	3	however	7	might	3
from	2			milk	2
full	3	I	2	Miss	2
fun	2	if	2	Monday	3
further	6	in	2	money	3
future	7	information	7	month	5
		interesting	5	more	3
game	3	into	2	morning	2
gave	2	is	2	most	3
get	2	it	2	mother	2
getting	2	its	4	Mr.	5
girl	2			Mrs.	5
give	2	job	4	much	2
given	4	just	3	must	3
glad	3			my	2
go	2	keep	3	myself	4
goes	2	kind	3		
going	2	kindly	6	name	2
gone	3	knew	3	near	3
good	2	know	2	necessary	6
got	2			need	3
grade	2	land	3	never	3
great	3	large	3	new	2
ground	3	last	2	next	3
guess	3	later	3	nice	2
		leave	5	night	2
had	2	left	3	no.	4
hair	3	let	2	no	2
half	3	letter	3	not	2
hand	3	life	4	note	3



nothing	5	rest	3	sure	3
now	2	returned	6	take	2
number	4	ride	3	taken	4
		right	3	talk	3
o'clock	3	room	2	teacher	2
of	2	run	2	tell	2
off	3			ten	2
office	5	said	2	than	3
oh	2	Santa Claus	2	thank	3
old	2	satisfactory	8	that	2
on	2	Saturday	5	the	2
once	2	save	4	their	2
one	2	saw	2	them	2
only	3	say	2	then	2
open	3	school	2	there	2
or	3	second	2	therefore	8
order	5	see	2	these	3
other	2	seemed	4	they	2
our	2	send	3	things	2
out	2	sent	3	think	2
over	2	service	6	this	2
own	3	several	3	those	3
		shall	3	though	6
paper	3	she	2	thought	5
party	3	ship	3	three	2
past	4	should	3	through	5
pay	4	sidewalk	3	time	2
people	2	since	5	to	2
picture	3	sincerely	4	today	2
place	3	sir	5	together	3
play	2	sister	2	told	4
please	2	six	2	tomorrow	3
pleasure	5	small	3	too	2
possible	5	snow	2	took	2
presents	7	so	2	town	2
pretty	2	some	2	toys	3
price	5	soon	3	train	2
put	2	sorry	3	tree	2
		spring	3	truly	3
quite	4	start	3	trust	7
		stay	3	try	3
rather	4	still	3	two	2
ready	3	stockings	5	under	3
real	4	story	2	understand	5
receipt	6	stove	4	until	3
receive	5	street	4	up	2
red	2	such	5	us	2
regarding	8	summer	3	use	3
remember	4	Sunday	3		
reply	5	suppose	5	very	2

walk	3	where	3	would	3
want	2	whether	5	write	2
was	2	which	3	written	4
water	2	while	3	wrote	3
way	3	white	2		
we	2	who	2	years	4
weather	3	why	3	yes	2
week	3	will	2	yesterday	3
well	2	winter	3	yet	3
went	2	wish	3	you	2
were	2	with	2	young	4
what	2	work	2	your	2
when	2	world	3	yours	3

## WORD LIST, THE MACMILLAN SPELLING SERIES

The number beside each word indicates the book in which it *first* appears as a spelling word. The 333 Most Commonly Misspelled Words, as outlined on pages 109 - 13, appear twice or more in the series.

This list includes 2240 basic words, plus 692 extra words for good spellers. The extra words are identified by an asterisk.

ability	8	adventure	5*	am	2
able	4	advertisement	8	amateur	8
aboard	7	advice	7	ambition	7
about	2	advise	7	ambulance	5*
above	4	aerial	6	American	5*
absent	5	affect	8	among	4
absolute	7*	afford	7*	amount	5
absorb	6*	afraid	3	amusement	7
absurd	8	after	2	an	2
abuse	8	afternoon	3	analysis	8
accelerate	8*	again	3	ancestors	8*
accept	7	against	5	anchor	8
accessories	8	age	4	ancient	7
accident	5	agent	8	and	2
accidentally	8	ago	3	angel	5*
accommodate	8	agree	6	angelic	7*
accompanied	8	agriculture	7	angle	7
accomplish	7	aimless	8	angry	4*
according	8	air	3	animals	3
account	7	air-conditioned	7*	ankle	7
accurate	7	airplane	3	announce	7
ache	8	airport	5	annual	8
achievement	8	aisle	7	another	3
acids	8	alarm	6*	answer (ans.)	5
acknowledge	8	Alberta (Alta.)	6	anthracite	8*
acquainted	6	alcohol	8*	anticipation	8
acres	5	alive	5	anxiety	5*
across	3	all	2	anxious	5
act	4*	alley	6*	any	3
action	7	allowed	6	apart	7
activity	7	all right	4	apiece	7
actual	8	almost	3	apologize	7
add	3*	alone	5	apparently	8
addition	5	along	3	appeal	7
address	4	aloud	6	appeared	5
administration	8	alphabet	6	appendicitis	8*
admire	8	already	4	appendix	8
adolescent	8	also	3	apples	2*
adopted	7	altitude	8	applause	8
advance	8	altogether	7	appointed	5
advantage	7	always	3	apprentice	8*

April (Apr.)	3	August (Aug.)	4*	baseball	3
approached	8	aunt	3	basement	4
apron	6	authority	8	basket	3*
appreciate	7	autobiography	8*	basketball	5
appropriate	8	autograph	7*	bat	2*
approved	8	automatic	7	bath	4
approximately	8	automobile	7	bathe	4
aquarium	7*	auxiliary	8	bathtub	4*
architecture	7*	available	7	battery	7
Arctic	8	avenue (ave.)	4	battle	5
are	2	average	6*	be	2
area	7	aviation	7	beach	4
argument	7	avoid	7*	beads	5
arithmetic	4	awakened	7*	beans	5
arm	3*	away	2	bear	2*
army	3*	awful	5	bearings	8*
around	3	awhile	3*	beast	7
arranged	7	awkward	8*	beat	4
arrest	7	awnings	7*	beauty	6
arrived	4*	awoke	5	beautiful	3
arrow	4	axe	5*	beaver	5
art	4*	axle	6*	became	4
articles	6			because	2
artificial	7	baby	2	become	4
as	2	bachelor	8	bed	2
ashamed	7*	back	2	bee	3*
ashes	6	backwards	7	beef	6
asked	3	bacon	7	been	2
asleep	3*	bacteria	7*	beets	5*
assembly	8	bad	3	before	3
assignment	6	badminton	7	began	3
assistance	8	bag	3	beggar	7
assistant	8	baggage	6	begin	4
association	6	bait	7	beginning	5
assure	8	bake	6	begun	5
at	2	balance	7	behave	7
ate	3*	balcony	8	behind	3
athlete	8	ball	2	being	4
athletics	8	balloon	5	belief	8
atmosphere	8	ballot	7*	believe	4
atomic	8	banana	5*	bell	2*
attached	8	band	4	belong	4*
attack	7	bandage	7	below	4*
attempt	7	bank	3*	belt	4*
attention	6	banner	7	benches	5
attic	6	banquet	7*	beneath	7
attorney	8*	bare	5*	benefit	8
attractive	8	bargain	7	benefited	8*
audience	6	barn	3	bent	5
auditorium	6	barrel	5	berth	8

beside	4	boundary	8	bus	4
best	2	bouquet	6*	bushes	5*
better	3	bow	4	business	5
between	6	bowl	4	busy	4
beyond	7	box	3	but	2
bicycle	5	boy	2	butcher	6
big	2	bracelet	5*	butter	4
bike	3	braids	4*	button	6
bill	5	brain	7*	buy	3
birch	5	brakes	5	by	2
bird	2*	branch	6*		
birthday	3	brand	6	cabbage	5
biscuit	6*	brave	4	cabin	4
bite	4	bread	3	cactus	8*
bitter	8	break	4	cafeteria	7
black	2	breakfast	3*	cake	2*
blackboard	3*	breath	7	calendar	7
blame	6	breathe	7	called	3
blanket	6*	bridge	4	calm	8
blaze	6	brief	8	calories	8
bleeding	6*	bright	3*	calves	6*
blessing	6*	brilliant	8	came	2
blew	4	bring	2	camel	4*
blind	5	British Columbia		camera	6
blizzard	8	(B.C.)	5	camp	3*
block	4*	broad	7	campaign	8*
blond	8	broil	7	can	2
blood	5*	broken	4	Canada	3
blossom	5*	broom	6	Canadian	5
blouse	8*	brother	2	canal	5
blow	4	brought	3	canary	5*
blue	2	brown	3	cancel	8
board	6	bruise	6*	candidate	8
boat	3	brunette	8	candy	3
body	4	brush	4	cane	5
boil	7	bucket	5*	cannot	3
bone	4	buffalo	5	canoe	5
bonfire	6	build	4	can't	3
book	2	built	5	canyon	7*
border	5*	bulb	7	capable	8
born	3*	bull	5	capacity	7*
borrow	6	bullet	8	capital	7
boss	7	bulletin	8	captain	4
both	4	bump	5*	captive	5
bother	5*	bundle	5*	capture	7
bottle	4	bureau	8	car	2
bottom	4	burglar	8	carburetor	8*
bough	6*	buried	4*	card	3*
bought	3	burn	5	care	3
bound	7	burst	5	career	7

carelessness	5	cheap	6	cloak	7*
carols	5*	cheat	6	close	3
carpenter	5*	check	5	closet	7*
carriage	4*	cheek	6	cloth	6
carried	4	cheer	5	clothed	6
carrots	4*	cheese	4	clothes	3
carry	4	chemical	8	clothing	6
carve	4	cheque	7*	cloudy	4*
case	5	cherries	5*	clover	5*
cash	7	chest	5	clown	4
cashier	7*	chesterfield	7	club	4
castle	4	chew	5*	coach	7
cat	2	chicken	3*	coarse	7
catalogue	7	chief	4	coast	4
catch	3	child	3	coat	3
caterpillar	7*	children	2	cocoa	5*
cattle	4	chimney	4*	coconut	5*
caught	3	chin	4*	codfish	5*
cause	5	chisel	5*	coffee	6
cautiously	8	chloroform	8*	cold	3
ceased	8	chocolate	5	collar	5
cedar	7	choir	7*	collection	7
ceiling	7	choose	6	college	7
celebrate	5	chopped	6	colonel	8*
celery	6*	chops	6	colony	4*
cellar	4*	chorus	7	colour	3
cello	7*	chosen	6	colourful	8
cellulose	8*	Christmas	2	colt	5
cement	6	church	3	column	8
cemetery	7*	cider	6	comb	5*
central	7	circle	6	combined	8
centre	7	circulation	8	come	2
cents	4*	circus	4	comedies	8
century	7	citizen	7	comfortable	7
cereal	8	city	3	coming	3
ceremony	8*	civic	6	command	7
certainly	6	civil	7	commercial	8
certificate	6	claim	7	commission	8
chain	7	clanking	8	committee	8
chair	3	class	3	common	5
chalk	5*	clause	8*	commonwealth	7
challenged	8	clean	3	communist	7
championship	6	clear	5	community	7
chance	5	clergyman	8	company	4
channel	7	clerk	7	comparative	8
chapter	7	clever	6*	compare	8
character	8	click	5*	compass	6
charge	4	cliff	7	competent	8*
Charlottetown	7	climate	4*	complaint	7*
chase	4	climb	4	complement	8*



complete	6	costume	4*	curtains	6*
complexion	8	cottage	7	curve	7
compliment	8*	cotton	3*	cushion	7*
concern	7	cough	5	custom	8
concert	7	could	2	cut	3
concerto	7*	council	7	cylinder	7*
concise	8*	counsel	7*		
conclusion	8	count	5	daddy	2
concrete	7*	country	3	dairy	5*
condemn	7*	couple	5	daisy	6*
condition	7	courage	7	damages	7
conductor	7	courageous	7*	damp	6
confederation	7	course	5	dance	4
conference	7	court	7	dancing	5*
confidence	8	courteous	8	dandelion	7*
congratulated	8	courtesy	8	danger	5
connection	8	cousin	4	dangerous	5
conquered	7	covered	4	dark	3
conscience	8	cow	2	darling	7
consent	7	cowboy	2*	date	4
consequences	8	co-worker	8	daughter	5
considerable	7*	coyote	7*	day	2
constellation	8*	crack	5*	dear	2
constitution	7*	cradle	6*	death	7
construction	8	crawl	5	debate	8*
contain	6	crayon	4*	debt	8
contents	7	crazy	5*	deceived	8
contest	4	creature	8	December (Dec.)	3
continent	6	credit	8	decided	5
contingency	7*	creek	4	decision	7
continued	7	crept	8	declare	7
contour	6*	crime	7	decoration	4*
contracts	7*	criticism	8	deed	7
control	6	crop	4	deep	4
convenience	8*	cross	3*	deer	3
convention	6	crow	6	defeated	6
conversation	8	crowd	5*	defend	6
cook	3	crown	8	defense	6*
cool	4	cruel	7	definite	8
co-operate	8	cruiser	8*	degrees	7
copper	5	crumbs	4*	delegates	8*
copy	6*	crust	6	delicate	8
cord	6	cry	3	delicious	7
corn	3	cucumber	8*	delight	6
corner	4	cup	4*	deliver	7
corral	8*	cupboard	6	demand	7
correct	8	cure	7	democratic	8
correspond	6*	curious	8	densely	6
cosmetics	8*	curling	7	dentist	7*
cost	4	curly	6	deny	6*

department	6	disguised	8	dug	4*
dependable	7	disgust	8	duplicate	8
deposit	7*	dismal	8*	durability	8*
depth	7	dismissed	4*	during	5
descend	8	dissatisfied	8	dust	5
describe	7	dissolve	8	duty	5*
description	7	distance	5	dyeing	7*
desert	4	distinct	8	dying	7
deserve	7	distinguish	8	dynamite	7*
design	7	distributed	8		
desire	7	district	8	each	3
desk	3	ditches	4*	eager	8
dessert	8	divide	5	eagle	6
destination	8	division	5*	early	3
destroy	8	do	2	earn	7
detail	7	doctor	5	earrings	7*
determined	8	documents	7	ears	3*
develop	7	dodge	6	earth	4
devilish	7*	does	3	earthquake	8*
devoted	8	dog	2	easily	7
diagram	8	doll	2	Easter	3
dial	7	dollar	4	easy	4
diameter	8	domestic	8	eat	2
diamond	7	Dominion	7	economical	8
diary	8	done	3	edge	6
dictionary	6	donkey	5*	edifice	8*
did	2	don't	3	edition	8*
didn't	3	door	3	Edmonton	7
died	4	double	6	education	6
diesel	8	doubt	8	effect	8
diet	7	down	2	efficient	8
difference	7	downstairs	5	effort	7
different	3	dozen (doz.)	5	eggs	2*
difficulties	6	drain	6	eight	3
dig	4	drama	7	eighteen	5
digestion	8	drank	5	eighth	5
dime	4	draw	3	eighty	6
dimensions	8*	drawer	6	either	5
dining	4	dress	2	elaborate	8*
dinner	3	drew	4	elect	7
direction	6	drill	5	electric	3
dirt	4	drink	3	electricity	4*
disagreeable	7	drive	4	electronic	8
disappear	5	dropped	4	elementary	6*
disappointed	5	drove	4	elephant	4
discover	5*	drown	6*	elevator	6
discovery	7	drug	5*	eleventh	5
discussion	7	drum	5*	else	4
disease	5	dry	4	embarrassing	7*
disgrace	8*	duck	3*	embroidery	7*

emigrants	8*	excitement	6	father	2
empire	6*	exclaimed	7	fatigue	8*
employed	7	excursion	8*	fault	7
employee	7	excuse	4	favour	6
empty	4*	executive	6	favourite	4*
enameled	6*	exercise	6	feast	4
enclosing	7	exhaust	8	feather	5*
end	3	exhibit	6	feature	8
enemy	5	existence	8*	February (Feb.)	3
energy	7	exit	5*	federal	7
engagement	6	expect	5	feed	3
engine	5	expensive	7	feel	4
engineer	7	experience	7	feet	3
enjoy	6	experiment	6*	fell	3
enormous	8*	explain	7	fellow	5
enough	3	explanation	8	felt	4
enter	5	explore	7	female	7
entertainment	7	exports	5	feminine	8
enthusiastic	8*	expression	8	fence	4
entrance	8	extensive	7	ferry	6*
envelope	7	extra	5	fertile	7*
equal	7	extraordinary	7	festival	8*
equipment	6	extremely	6	fever	7
equipped	7	eye	4	few	3
eraser	5*			fidelity	8*
erect	6*	face	3	field	3
errand	5*	facility	8*	fiercely	8
errors	5	factory	5	fiery	8
escapade	8	facts	7	fifteen	4
escape	5	faculty	8*	fifth	4
especially	5*	failed	6	fifty	4
essay	6	failure	6*	fight	3
establish	8	faint	8	figure	5
estimated	8	fair	3	file	5*
etcetera (etc.)	6*	fairy	6*	fill	4
evaporation	7*	faithful	6	film	6
even	4	fall	3	finally	5
evening	4	familiar	8	financial	8
event	7	family	3	find	2
ever	3	famous	4	fine	2
every	2	fancy	8	finger	4
everybody	4	far	3	finish	4
everywhere	5	farewell	8	fir	5*
evidence	8	farm	3	fire	3
exact	7	farther	6	fireplace	5
examination	6	fascinating	8*	first	2
example	6	fashionable	7	fish	3
exceeding	8	fast	2*	fitted	8
excellent	6	fasten	5	five	2
except	4	fat	2*	fix	4

flag	3	free	4	get	2
flakes	6	freedom	7	getting	2
flame	8	freeze	6	geysers	8*
flashlight	6	freight	5	ghost	5
fleet	8	French	5	giant	4
flew	4	frequently	8	girl	2
flight	7	fresh	4	give	2
float	6	Friday (Fri.)	3	given	4
flood	4	fried	6	glad	3
floor	3	friend	3	glance	7
flour	6	frog	4	glass	4
flower	4	from	2	glimpse	8*
flu	5*	front	3	glorious	8
fly	3	frontier	8*	gloves	5
fold	5	frost	6	go	2
folks	5	frozen	4*	goal	4
follow	4	fruit	3	goes	2
food	3	fuel	6	goggles	7*
fool	5*	fulfilled	8	going	2
foolishness	8	full	3	gold	4*
foot	3	fun	2	golf	7*
for	2	funeral	7	gone	3
force	6	funny	2*	good	2
forehead	7	fur	3	good-bye	4
foreign	5	furnace	7	goose	5
foremost	8*	furnish	7	got	2
forest	3*	furniture	4*	government	7
forget	3*	further	6	governor	7
forgive	5*	future	7	graceful	7
forgotten	5			grade	2
fork	5	gadget	8	gradually	7
formally	7	gain	5	graduate	8
formerly	7	gallery	6	grain	6
forth	4*	gallon	6	grammar	8
fortunate	7	game	3	granddaughter	5*
fortune	6	garage	4*	grandfather	3*
forty	4	garden	3*	grandmother	3*
forward	6	gas	3	granite	7*
fought	5	gasoline	6*	grant	8
foul	7*	gate	4	grapes	5*
found	2	gather	4	grass	3*
foundation	7	gauze	7*	grateful	8
fountain	6	gave	2	grave	5*
four	2	gay	4*	gravel	6
fourth	4	geese	5*	gravy	6
fowl	7*	generally	5	gray	3
fox	4	generator	8	grazing	7*
fracture	8	generous	8*	grease	6*
frame	7	gentle	6	great	3
Fredericton	7	geography	4*	green	3

greet	6	hatchet	6*	hollow	6
grew	4	hate	4*	holy	6
grief	7*	haul	6	home	2
grievance	7*	haunted	7*	honest	5
grind	8	have	2	honey	5
grip	6	having	2	honour	5
grocery	6	hawk	6	honourable	7
grouch	8	he	2	hope	3
ground	3	head	3	horizon	8
group	5	healed	7	horn	5
grove	8	health	4	horrible	7
grow	3*	hear	3	horse	3*
growl	7*	heard	3	hose	6
growth	7	heart	4	hosiery	8
guarantee	8	hearth	8*	hospital	5
guard	8	heartily	8*	hot	3
guess	3	heat	5	hotel	5
guest	6	heaven	8	hour	4
guide	7	heavy	4	house	2
guilty	7*	heel	5	household	7
guitar	7*	height	7	how	2
gun	2*	heir	8	however	7
gymnasium	7	held	4	howl	5*
		helicopter	5*	huge	6
had	2	hello	4	human	7
hail	5*	help	3	humorous	8
hair	3	hemisphere	8	humour	8
half	3	hen	2*	hundred	3
Halifax	7	her	2	hung	4*
hall	3*	herd	5*	hungry	4
Hallowe'en	5*	here	2	hunting	3
hammer	5	herewith	7	hurriedly	7*
hand	3	heroic	8	hurry	4
handful	3*	hesitate	6*	hurt	3
handkerchiefs	4	hid	4	husband	6
handlebars	6	hide	3*	hydroelectric	7
hang	4	high	3	hygiene	7*
hangar	8*	hike	5	hymn	6*
happen	4	him	2		
happiness	7	hinge	6*	I	2
happy	2	his	2	iceberg	6*
harass	8*	history	4	ice cream	3
harbour	7	hit	3	icicles	8*
hard	3	hive	5	idea	7
hardly	4	hoarse	7*	ideal	8
hardware	5*	hobby	5*	idle	6
harvest	5	hockey	4	if	2
has	2	hold	3	ignorant	7
hat	2	hole	3	illness	5
hatch	5	holiday	4	illustration	8

I'm	2	introduced	6	kettle	6
imagine	6	invalid	7	key	6
imitate	8	invention	7	kick	5*
immediately	6	investigate	7	killed	3
immense	8	invisible	8	kind	3
immigrants	8	invitation	6	kindergarten	5*
impatient	8	invite	4	kindly	6
important	6	iron	4*	king	3
improvement	7	irrigation	6*	kisses	5*
in	2	is	2	kitchen	5
inch	5	island	4	kitten	3
incident	6*	isn't	3	knees	6
including	7	issue	7	knew	3
increased	7	it	2	knife	3
independent	7	italics	8	knitted	8
index	6	itch	7	knock	4
Indian	3*	items	6	knot	6
individual	8	its	4	know	2
industrious	7*	it's	2* & 4	knowledge	6
industry	5			known	4
influence	7	jacket	6		
information	7	janitor	7	label	8*
initial	8	January (Jan.)	3	laboratory	8
injure	6*	jaw	6*	labour	6
ink	3*	jealous	6	lacrosse	6*
inn	8	jelly	6	ladder	6
innocent	7	jet	3	lady	4
inquire	7	jetty	6*	laid	4
insects	5	jewellery	6*	lake	3
inside	3	job	4	lamb	4*
inspection	7	join	6	land	3
instance	7	joke	5	language	4
instead	4	journey	4*	large	3
instruction	6*	judge	8	last	2
instructor	7	judgment	8	later	3
instruments	6	judicial	8	latter	7
insurance	7	juice	4	laughed	5
intelligent	7	July	4*	laughter	6*
intend	8	jump	3	launch	8*
interesting	5	June	3	laundry	8
interfere	8	jungle	4*	law	5*
interior	8	junior	5	lawn	6
international	8	jury	8	lawyer	5*
interplanetary	7*	just	3	lay	2
interrupted	7*	justice	7	lazy	4
interscholastic	8			lead	4
interview	8	keel	6*	leader	5
intimate	8*	keen	6	leaf	5
into	2	keep	3	league	6
intramural	8	kept	3	learn	3



least	5	lonely	5	master	4
leather	5	long	2	match	5
leave	5	look	2	matches	4*
leaves	3	loose	4	material	5
lecture	8	lose	6	mathematics	8
led	5	losing	6	matter	4
ledge	6*	lost	3	may	2*
left	3	lots	3	May	3
leg	3	loud	4	maybe	4
legislature	7	love	2	mayor	8
leisure	8	low	4	me	2
lemonade	6*	luck	4*	meal	6
length	6	lumber	5	mean	6
lessons	5	lunch	3	meant	5
let	2	luncheon	6*	measles	5*
letter	3	luxury	8*	measure	6
lettuce	7	lying	5	meat	3
level	5			medicine	7
liberty	6	machine	3*	medium	7
library	4	machinery	6	meet	3*
license	5*	made	2	melon	7*
lick	5	magazine	5	melt	5
lie	4	magic	7	members	6
lieutenant	8*	magician	7*	memory	6
life	4	magnificent	8	men	2
light	3	maid	5	menace	7
lightning	7	mail	3	mention	6
like	2	main	6	merciful	8
limb	6	maintenance	8	merely	8*
limited	7	major	6	merry	3
linen	6	majority	8	message	6
liner	6*	make	2	messenger	7
lines	3	man	2	metal	6
lion	4*	management	7	method	7
lip	5	manager	7	microphone	7
liquid	7	maniac	7*	middle	4
liquor	8*	Manitoba (Man.)	6	midnight	5
list	5*	manner	7	might	3
listening	7	manual	6	mile	4
little	2	manufacture	7	mileage	8
live	2	manuscript (MS.)	8	milk	2
livestock	7	many	2	million	5
load	4	map	5	millionaire	8*
loan	6	maple	4	mind	4
located	5	march	2	mine	3
lock	4	March	3	mineral	5
locomotive	7*	market	4	miniature	8
lodge	6*	marriage	5*	mining	5
log	3	marvellous	8	minister	7
logging	5	masculine	8	mink	7

minute	4	muscles	7*	normal	7*
mirror	5	museum	6*	north	4
mischief	7	music	4	nose	3
Miss	2	must	3	not	2
miss	2*	my	2	note	3
missed	6	myself	4	notebooks	3*
missionary	8*	mystery	7	nothing	5
misspell	7*			notice	5
mist	6	nail	5	noticeable	8
mistake	5	name	2	notify	7
mix	6	napkins	6	notion	7
moccasins	8*	narrow	7	nourishing	8
model	5	nation	6	Nova Scotia	
modern	6	national	7	(N.S.)	6
moisture	7	native	5	November (Nov.)	3
moment	5	naturally	7	now	2
Monday (Mon.)	3*	nature	5	nowhere	6
money	3	navigator	7*	nuclear	8
monitor	8	navy	6*	nuisance	8
monkey	3	near	3	number (no.)	4
monotonous	8	necessary	6	numerous	6*
month	5	neck	4	nurse	5
Montreal	6	need	3	nylon	7*
moose	6*	needle	5		
more	3	Negro	6*	oak	4
morning	2	neighbour	6	oar	6
mortgage	8	neither	5	oatmeal	6
mosquitoes	6*	nephew	5*	obedient	8
most	3	nervous	7	obey	5
motel	5	nest	3	object	6
mother	2	never	3	objectives	6*
motion	7	new	2	observed	8
motor	5	New Brunswick		obstinate	7*
motto	6*	(N.B.)	6	obtained	7
mountain	4	Newfoundland		occasion	7*
mouse	4	(Nfld.)	5	occupation	7
mouth	3	news	6	occurred	7
movable	7	next	3	ocean	4
move	3	nice	2	o'clock	3
movement	7	nickel	4*	October (Oct.)	3
movies	5	niece	5*	odour	7
mower	6	night	2	of	2
Mr.	5	nine	3	off	3
Mrs.	5	nineteen	5	offence	8*
much	2	ninety	5	offered	6
mule	6	ninth	5	office	5
multiplication	5*	no	2	official	7
municipal	8	noise	4	often	3
murderous	8	none	5	oh	2
murmur	7*	noon	4	oil	3

old	2	pamphlet	8*	permanent	7*
omit	7	pan	4	permissible	8*
on	2	pants	4	permission	8
once	2	paper	3	persevere	8
one	2	parachute	6*	personal	6
onion	6	parade	4	persuaded	8
only	3	paragraph	6	pet	2
Ontario (Ont.)	5	parallel	8*	petroleum	6*
open	3	parcel	7	philosopher	8*
operation	7	pardon	7	phone	3
opinion	8	pare	6	photograph	6
opportunities	7	parents	4	physical	7
opposite	6	park	3	physician	7
or	3	parliament	6	piano	5
orange	3	parrot	5*	pick	3
orchard	6	particular	7	pickles	6
orchestra	7	party	3	picnic	4
order	5	passed	4	picture	3
ordinary	8	passengers	7	picturesque	8*
ore	5*	past	4	piece	5
organ	5*	paste	5	pier	6*
organization	6	pasture	4	pierce	8*
orient	7	patch	6	pigeon	5*
original	8	patent	7*	pile	4*
other	2	patience	8	pillow	5*
Ottawa	6	patients	8	pilot	7
ought	4*	pattern	6	pine	5
ounce	8	pause	8	pink	3*
our	2	paved	6	pint	6
ourselves	4*	pawed	5*	pioneer	5
out	2	pay	4	pipe	4*
outboard	6*	peaceful	7	pitcher	6
outside	3	peaches	5	pitying	8*
oven	6	pearl	5*	place	3
over	2	pears	5	plague	8*
overalls	6	peas	5	plains	7
owe	5*	peculiar	7	plan	4
owl	5*	pedestal	8*	planed	5*
own	3	pedestrian	8	plank	5
owner	5	pen	3	planned	5*
oyster	8*	pencil	3	plant	3
		penicillin	8*	plaque	8*
package	5	penny	4	plastic	7
paddle	5	people	2	plate	5
pageant	7*	pepper	6	plateau	7*
paid	5	per cent	6	platform	7
pain	6	perfect	7	play	2
paint	4	perfume	5	pleasant	5
pair	3	perhaps	5	please	2
palm	4*	period	4	pleasure	5

pledge	7	prepare	6	proud	5
plenty	4	prescribe	7*	prove	6
plough	6*	presence	7	provide	6
plumber	7	presents	3*, 7	province	6
plus	5*	president	5*	provisions	7
pneumonia	7*	press	6	psychology	8*
pocket	4	pretty	2	public	5
poem	4	prevent	6	published	7
point	4*	previous	8	puck	4*
poisonous	8	price	5	pudding	6*
polar	4*	pride	8	pull	3
pole	4	priest	8*	pulpwood	5*
police	5	primary	7	pulse	7*
policy	7	primitive	8*	pumpkin	5*
polish	6	Prince Edward		punctured	8
politics	8	Island (P.E.I.)	6	punished	7
polite	6	principal	4	pupil	4
pond	4	principle	8	puppy	3*
pony	3*	print	5	purchase	7
poor	3	priority	8*	pure	6
popular	8	prison	6	purple	3*
population	5	private	7	purpose	7
porch	4*	privilege	7	purse	8
porous	7*	prize	4	pursue	8
portable	5	probably	5	push	4*
position	6	problems	5*	put	2
positive	8	procedure	7*	putting	7
possess	7	proceeded	7	puzzle	6
possible	5	process	7	pyramids	8
post	4*	product	5		
postscript (P.S.)	8	production	5*	quaint	8
potatoes	5	professor	8	quality	8
pottery	5*	profitable	7	quantity	8
poultry	7	program	4	quarrel	8
pound	4*	progress	7	quarry	7*
poured	6	projector	8	quart	6
poverty	8*	prominent	8	quarter	4*
powder	5	promise	5	Quebec (Que.)	5
power	7	promote	6	queen	3
practical	7	pronunciation	8	queer	4*
practice	6	proof	6	question	5
practises	6	propeller	6*	quick	4
prairie	6*	properly	6	quiet	5
prayer	7	property	6	quilt	6
preacher	8*	prophet	8*	quit	5
precede	7*	proportion	8*	quite	4
precious	7*	propose	7	quotation	8
preferred	8	prosperous	8	quotient	8*
prejudice	8	protect	5		
premium	8*	protein	8*	rabbit	2*

race	4	reindeer	5*	rise	6
racket	6*	relative	7*	risk	6*
radar	6*	release	8	river	3
radiator	7	reliable	8*	road	3
radio	3	relief	8	roam	7
railroad	5	religious	8	roast	7
rain	3	remain	5	robbers	8
raise	4	remember	4	robin	2*
raisin	6	remittance	8*	rock	4
ran	2*	remove	6	rockets	5*
ranch	5	rent	6	rodeo	8
rapid	6	repair	6	role	8
rascal	8	repeated	8	roll	5
rat	2	repertory	8*	roof	4
rather	4	repetition	8	room	2
rattlesnake	7	reply	5	root	6
raw	5	report	4	rope	3
rayon	7*	representatives	8	roses	6
reach	4	reproduce	8	rotten	6*
read	2	request	7	rough	6
ready	3	required	8	round	3
reaffirm	8	rescue	8	route	5
real	4	reserve	6*	routine	7
realize	7	reservoir	8*	row	4*
rear	4*	residence	8	royal	6
reason	4*	resigned	7	rubbers	5*
rebel	8	resistance	7*	rug	4
receipt	6	resources	7	ruler	4*
receive	5	respect	7	run	2
recent	7	responsible	8	rural	6*
recess	4*	rest	3	rush	5
recipe	6*	restaurant	8	rye	7
recognize	8	returned	6		
recommend	8	reverse	8	sack	4
record	6	review	6*	sacrifice	8*
recreation	8	revolution	7	sad	4
red	2	reward	7	saddle	6
reduce	7	rhythm	7*	safety	7
reference	8	ribbon	5	said	2
referred	8	rice	4	sailor	5
refrigerator	6	rich	4	salad	6
refugees	8	ridden	6*	salary	8
refused	7	riddle	5	sale	5
regarding	8	ride	3	saliva	8*
Regina	7	ridiculous	8	salmon	8
region	5	rifle	7	salt	4*
register	7	right	3	same	3
regret	7	ring	3	sand	3
regular	6	rip	5	sandwiches	6
regulations	8	ripe	5	Santa Claus	2

Saskatchewan		seldom	7*	shock	6
(Sask.)	6	selection	8	shoes	4
sat	2	selfishly	8	shone	8
satellite	8*	sell	4	shoot	3*
satisfactory	8	senate	8	shopping	4
satisfied	6	senators	8	short	4
Saturday (Sat.)	3	send	3	shot	3*
saucer	6*	senior	5*	should	3
sausage	6*	sense	7	shoulder	6
savage	5*	sensible	7	shouted	5
save	4	sent	3	shove	4*
saw	2	sentence	6	shovel	5
say	2	separate	5	show	3*
says	3	September		shower	6
scale	7	(Sept.)	3	shrieking	8*
scarce	6	serial	8	shut	4*
scared	5	series	7	sick	3
scarf	5*	serious	7	sidewalk	3
scene	5	servant	5*	siege	7
scent	7*	serve	5	sighed	7*
scheduled	8	service	6	sight	4
scheme	6*	session	7*	sign	4*
scholar	6*	settle	6	signal	6
scholarship	8	settlement	6*	signature	7
school	2	seven	2*	significance	8*
science	5	seventy-five	5	silence	8
scientific	5*	several	3	silent	8
scissors	6	severe	7	silk	4
score	5	sew	5	silly	6
Scottish	6*	sewers	8	silver	4
scout	5	shade	5	similar	8
scratch	8	shadow	5*	simple	6
scream	5	shake	4*	since	5
screen	6	shall	3	sincerely	4
screw	5	shallow	7*	sing	2*
sculpture	7*	shape	5	single	7
sea	3	share	5*	sink	4*
search	6	sharp	4	sir	5
season	4	shaving	7*	sister	2
seat	3*	she	2	sit	3
second	2	shed	5	situated	8
secret	5	sheep	3	six	2
secretary	5	sheet	5	size	4
section	6	shelf	5	skate	3
secure	6*	shelter	6	skeleton	8*
see	2	shepherd	5	skidded	8
seek	5*	shin	5*	skiing	5*
seemed	4	shine	5	skilful	8
seen	2*	ship	3	skin	3*
seize	7	shipment	3*	skirt	6



skis	5	south	4	stature	8*
skunk	5*	souvenir	8	stay	3
sky	3*	sovereign	8*	steady	8
slaughter	8*	space	6	steal	6
slave	5*	spade	6	steam	5
sleep	3*	sparrow	4	steel	5
sleet	4*	speak	4	steering	6
sleeve	5*	spear	5	stenographer	8
sleigh	3*	special	5	step	4
slept	4	species	8	stewardess	7*
slice	6	specimen	8*	stick	4*
slide	3*	speech	5	stiff	7
slight	7	speedometer	6*	still	3
slip	5	spell	4	sting	6
slippers	5*	spend	3*	stingy	8
slippery	6	spent	4	stir	6*
small	3	spices	8	stitch	6*
smell	4	spider	6*	St. John's	7
smile	6	spill	6	stockings	5
smoke	3	spirits	8	stole	6
smooth	6	spite	7	stomach	7
snake	3	splendid	6*	stone	4
snow	2	spoil	6	stood	4
so	2	spoke	5	stool	6
soaked	8	spoon	6	stooped	8
soap	3	sport	5	stop	3
social	8	spot	4	store	2
society	8	spread	5	storm	3*
socks	5	spring	3	story	2
soda	5*	sprinkle	6	stove	4
soft	4	spruce	6	straight	4
solar	7*	square	6	strange	4*
sold	4	squash	8*	strap	6*
soldier	4	squeeze	6*	strawberries	4*
sole	8*	squirrel	4	streamlined	5*
solemn	8	stable	6	street (st.)	4
solid	4*	stage	5	strength	8
solution	7	stairs	4	stretch	8
some	2	stamp	4*	strikes	6
someone	4	stampede	7*	strong	4
son	4	stand	3*	stubbed	6*
soon	3	standard	8	stubborn	8
sophomore	8*	staring	8	stuck	4
sore	5	start	3	students	5*
sorry	3	starved	8	studious	8
soul	8*	station	4	studying	6
sound	4	stationary	7	stumble	6*
soup	6	stationery	7	stupid	8
sour	6	statistics	8*	stylish	8
source	7	statue	8	subject	4*

submarine	8*	switch	6	textiles	7*
subscribe	7	sword	7*	texts	6*
subscription	7*	syllable	8*	than	3
substitute	7*	sympathy	8	thank	3
subtract	5*	symptoms	7*	thankful	3*
suburban	7*	synagogue	6*	that	2
subway	6	synthetic	8*	the	2
successful	7	syrup	6*	theatre	6*
such	5	system	7	theft	5
sudden	4			their	2
sufficient	8	table	2	them	2
sugar	4	tackle	8	then	2
suggest	7	tail	3*	theory	8
suicide	8	tailor	8	there	2
suit	3*	take	2	therefore	8
suitable	7	taken	4	thermometer	7*
sulphur	8	talk	3	these	3
summer	3	tame	6	they	2
Sunday (Sun.)	3	tank	5	they're	5
sunny	4*	tanned	6*	thick	4
superintendent	8	target	6*	thieving	8
superior	8	tariff	8*	thin	4*
supersonic	8	tarmac	8*	things	2
superstitious	8*	taste	5	think	2
supplementary	8	taught	4	third	3
supply	7	tax	5	thirsty	6
support	8	taxi	4*	thirteen	6
suppose	5	tea	4	thirty	3*
supreme	8	teacher	2	this	2
sure	3	team	4	thorough	7
surface	5	tear	5	those	3
surgeon	7*	teased	8	though	6
surprise	5	tedious	8*	thought	5
surround	6	teeth	3	thousand	5
surrounded	7	telegram	5	thread	5
surveyed	8	telephone	5	threatened	7*
suspend	8	telescope	5*	three	2
suspense	8	television	5	threw	4
suspicious	8	tell	2	throat	5
swallow	8	temporary	8	throne	7
swatter	7*	temperature	7	through	5
swear	7	ten	2	throughout	7
sweater	4	tender	7	throw	4
sweep	6	tennis	7*	thrown	7
sweet	3*	tent	4	thumb	6*
swell	5	tenth	7	thunder	7
swept	6	terrible	5	Thursday	
swift	6	terrific	8	(Thurs.)	3
swim	4	territory	7	thus	7*
swing	4	testimony	8	ticket	6

tickled	8	transaction	8	under	3
tied	4	transcontinental	6*	understand	5
tigers	4*	transfer	8	uniform	7
till	3	transportation	7	union	6
timber	6	trap	4	unite	6*
time	2	traveller	4	university	8
timid	8	treasurer	5	unknown	7
tiny	4*	treat	6	until	3
tire	5	tree	2	up	2
tired	3*	tremendous	8*	upon	2*
tissue	7*	trial	6*	uranium	8*
title	7	tribe	5	urban	6*
to	2	trick	4*	urgent	8
toast	6*	tricycle	5*	us	2
tobacco	8	tries	4	use	3
toboggan	5	trip	3	useful	4
today	2	triumph	8*	useless	4
toes	4*	tropics	8*	using	7
together	3	trouble	4	usually	5
told	3	trough	7*	utensil	6*
tomatoes	5*	trousers	8*		
tomorrow	3	trout	8	vacant	7*
tongue	7	truck	3	vacation	7*
tonight	3*	true	4	valentine	4
tonsillitis	7*	truly	3	valley	4
too	2	trunk	4	valuable	7
took	2	trust	7	Vancouver	6
tools	5	truth	6	vanished	6*
top	3	try	3	vapour	8
topic	8	Tuesday (Tues.)	3	variety	8
tore	4	tunnel	4	vegetable	4
torn	6	turkey	3	vegetation	4*
Toronto	7	turn	3	venison	8*
torrent	8	turnips	6	very	2
total	7	twelfth	5	veteran	8*
tough	6	twelve	4	veto	8
tourists	7	twenty	3*	vicinity	7
toward	4	twenty-four	5	Victoria	7
towel	6*	twice	4*	victory	7
town	2	twin	5*	view	6
toys	3	twisted	8	vigorous	8
track	4	two	2	village	4
tractor	5	tying	7	villain	7*
trade	4	typewriter	6	vine	5*
traffic	6			vinegar	6*
tragedies	8	ugly	6*	violin	7*
trail	5	umbrella	5	virtue	8*
train	2	empire	7	visionary	8
traitor	7*	uncle	3	visit	3
tramp	5	unconscious	8	visitor	6


vitamins	8	when	2	word	4
voice	5	where	3	wore	5
volleyball	6*	wherever	5	work	2
volume	8	whether	5	world	3
volunteer	8	which	3	worm	4
vote	7	while	3	worn	7
voyage	6	whim	8*	worry	5
vulgar	8	whine	7*	worse	6
		whip	6	worst	5
wagon	3*	whisper	8	worth	6
wait	3	whistle	6	would	3
wakened	4	white	2	wound	6
walk	3	whittling	6*	wrapped	6
wall	4	who	2	wreaths	8*
want	2	whole	4	wrecked	8*
war	4*	wholesale	8*	wrestling	7*
warehouse	8	wholly	7*	wrist	6
warm	3	whom	5	write	2
warn	7	who's	7	written	4
warrant	7*	whose	4	wrong	4
was	2	why	3	wrote	3
wash	3	wieners	8	wrought	8*
waste	7	wife	6		
watch	4	wild	4	years	4
water	2	wilderness	7	yeast	6*
waves	6*	will	2	yell	5
way	3	win	4	yellow	3*
we	2	wind	3	yes	2
weak	6	window	3	yesterday	3
wear	3	wing	4	yet	3
weary	7*	winner	3*	yolk	6*
weather	3	Winnipeg	7	you	2
weave	6	winter	3	young	4
wedding	6	wire	5	your	2
Wednesday		wise	4*	yours	3
(Wed.)	3	wish	3	youth	8
week	3	witch	5*		
weigh	6	with	2	zero	6
weird	8*	without	3*	zipper	5
welcome	5	witness	8*	zoo	3
welfare	8	woke	4		
well	2	wolf	4		
went	2	woman	3		
were	2	won	3		
west	3*	wonderful	4		
wet	3	won't	4		
wharves	8*	wooden	4		
what	2	woods	3		
wheat	4	wool	3*		
wheel	4	woollen	6		







# Date Due

CHRG DE 2 '70	EDUC DE 2 '76		
NOV 2 8 RETURN	EDUC DE 10 '78 R		
CHRG DE 2 '77	FEB 1 0 RETURN		
FEB 1 5 RETURN	EDUC DE 1 4 '78		
EDUC DE 1 3 '77	DEC 3 RETURN		
FEB 1 1 RETURN			
EDUC DE 1 1 '78	RETURNED APR 25 '78		
APR 2 5 RETURN			
EDUC DE 1 1 '78			
JAN 4 RETURN			
DEC 4 RETURN			
EDUC DE 1 1 '78			
FEB 1 3 RETURN			
EDUC DE 4 '78			
OCT 1 7 RETURN			

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